# LEARNING TO TEACH

A SERIES OF TRAINING MODULES
FOR THE EGYPTIAN TEACHER OF ENGLISH

VOLUME II

LEVEL TWO:

MODULES 13 - 26

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CENTRE FOR DEVELOPING
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Ain Shams University, Cairo

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## CONTENTS

### LEVEL TWO MODULES

## PREFACE TO THE FIRST EDITION

This is the second volume of training modules, designed for use on In-Service training courses for teachers of English in Preparatory schools in Egypt. It contains the 14 modules at Level Two in the four-level modules syllabus. For full information about the background, design and use of these materials, the trainer should consult the General Information for Trainers and Inspectors, which is included in Volume I of the series (Level One). The General Information also contains a list of the 50 modules which make up the series.

All the modules in this volume have been thoroughly revised and adapted to meet the needs of teachers using the Welcome to English course of textbooks, which was adopted by the Ministry of Education for use at the Preparatory Stage in 1986. In this work of revision and adaptation, we at CDELT would like to acknowledge the valuable advice and assistance given by the following: El Baz Abdel Rahman, Samia Aziz Nimr, Mohamed El Okda, Omar Shawkey and Mohamed Eid.

Finally, we would like to express our continued thanks to the Egyptian International Publishing Company, Longman, for printing the material in its present form, and thus making it available for use on In- Service training courses.

Director of CDELT

Dr. Abdel Messih Daoud

## PREFACE TO THIS EDITION

The second edition of Level 2 Modules appears with minor revisions, mainly in the elimination of printing errors.

We wish to acknowledge the generous support of the British Overseas Development Agency (ODA) and the United States Agency for International Development (USAID) in printing this second edition.

## LIST OF MODULES TITLES

### LEVEL ONE

#### Common Core

1. Presenting Vocabulary
2. Repetition Drills
3. Using the Blackboard
4. Asking Questions
5. Presenting Structures
6. Using Dialogues
7. Practising Structures
8. Planning a Lesson

#### Language

9. The Present Tenses
10. Talking about the Future
11. Sounds and Spellings
12. People, Places and Things

### LEVEL TWO

#### Common Core

13. Developing Listening Skills
14. Meaningful Practice
15. Making and Using Visual Aids
16. Exploiting a Text: Reading

#### Language

17. The Past Tenses
18. Pronunciation: Consonants
19. Pronunciation: Simple Vowels
20. Pronunciation: Diphthongs

#### Optional

21. Homework
22. Classroom Games
23. Teaching Handwriting
24. Introducing Reading
25. Writing Activities
26. Reviewing Techniques

### LEVEL THREE

#### Common Core

27. Eliciting
28. Pairwork
29. Teaching Pronunciation
30. Correcting Errors

#### Language

31. Modal Verbs
32. The Present Perfect Tenses
33. Stress, Rhythm & Intonation
34. Conditionals

#### Optional

35. Songs and Rhymes
36. Reading Activities
37. Communicative Activities
38. Classroom Displays

### LEVEL FOUR

#### Common Core

39. Using English in Class
40. Self-Evaluation
41. Teaching a Unit
42. Study Skills

#### Optional

43. Role Play
44. Making and Using Workcards
45. Functions of Language
46. Classroom Tests

#### Self-Access

47. Speaking and Listening
48. Written English
49. Classroom Practices
50. Principles and Practices

## MODULE 13: DEVELOPING LISTENING SKILLS

### SESSION ONE

<u>Part One</u> — 60 minutes
Introduction
Demonstration: Listen and Match
Organising listening activities in class

<u>Part Two</u> — 60 minutes
Teaching practice

### SESSION TWO

<u>Part One</u> — 50 minutes
Other listening activities
Follow-up activities

<u>Part Two</u> — 70 minutes
Teaching practice
Planning follow-up activities

### CONTENTS

1. <u>Worksheets</u>

   There are 4 Worksheets. Enough copies should be made to give every teacher on the course. If this is difficult, the exercises on Worksheets One and Three can be found in <u>Welcome to English</u> Workbooks III and II respectively. These could therefore be used instead of the worksheets.

2. <u>Handouts</u>

   There is <u>one</u> Handout. A copy should be given to every teacher to take away at the end of the training session.

   <u>Note</u>:
   For the activities in Session One, Part Two, teachers will need copies of Welcome to English Book II, WB.
   For the activities in Session Two, Part Two, teachers will need copies of Welcome to English III, WB.
   If it is difficult to reproduce all the worksheets, teachers should be asked to bring copies of Welcome to English WB Books II and III to both Sessions.

**GENERAL NOTES TO THE TRAINER**

The aims of this module are:

1. To show teachers a range of activities which can be used with a text to develop their pupils' listening skills.

2. To show teachers the procedures required for conducting such activities in the classroom.

3. To show teachers how to lead pupils from comprehension of a listening passage to a simple reconstruction of it.

In many prep school classes, listening is a neglected area: yet it is one which may be important to pupils later and which can only be developed through constant practice.

All the examples of listening activities used in this module are taken from the Prep school textbook Welcome to English. This module aims to support and reinforce the approach to teaching listening adopted in the textbook.

It is assumed that most teachers will not have access to tape-recorders for use in their classes, and will be reading the listening passages aloud to the pupils. This module, therefore, discusses correct procedures for reading aloud in order to provide genuine listening practice in class, rather than the procedures for using a tape recorder most effectively.

Some of the techniques discussed here, e.g. Listen and Match, Listen and Draw, can also be used with reading passages: Read and Match, Read and Draw.

SESSION ONE PART ONE 45 minutes

**INTRODUCTION**

1. Begin by explaining that learning a language involves acquiring 4 main language skills. Try to elicit from the teachers what these are. Answer: Listening, Speaking, Reading and Writing.

Tell the teachers that in this module you will show them how to develop the listening skills of their pupils.

First of all make these general points about listening:

.1 Learners can always understand more than they can say or write - so listening and reading naturally come before speaking and writing. It is important to give pupils a chance to hear language and understand it before we ask them to produce it themselves.

.2 In a natural situation (e.g. living in a foreign country) a learner has plenty of "exposure" to the foreign language - he hears it all the time, and can acquire it easily. Pupils in class do not have this advantage - so the more chance we can give them to hear English spoken, the better.

.3 The ability to understand spoken English is very important, and pupils may need it later (for listening to the radio, studying, understanding foreign visitors, etc.). If pupils are to develop this ability, they must be given practice in listening.

2. Point out that it is very easy to include listening activities in the lesson. The Prep school textbook contains many activities designed to develop the pupils' listening skills. Elicit from the teachers where these are to be found. Answer: The exercises are mainly in the Workbook and the passages are in the Teacher's Book.

**DEMONSTRATION: LISTEN AND MATCH**

1. Tell the teachers that you will now demonstrate a listening exercise from the textbook (Welcome to English III). The teachers should pretend to be pupils. (They will not need copies of the book, as this exercise is reproduced on Worksheet One). Follow these steps:

.1 Distribute Worksheet One, and ask teachers to look at the pictures. Ask 3 or 4 quick questions about them:
e.g. Who are these people? (Hoda's relatives)
Which one is Hoda?
What is she doing?
What is Laila doing?

Don't discuss each picture. Let the teachers look at them for a few seconds before explaining the exercise.

.2 Explain the exercise:
"You are going to hear descriptions of four of the people in the picture. You must think of the name of the person in each description. Then you must find the right picture (a) - (d). Under the picture you must write the number of the description (1-4) and the name of the person".

Read the instructions on the worksheet: "Listen. Write the number of the sentences, and the names of the people, under the pictures".

.3 Read the first paragraph of the listening passage (No. 1) as an example. When you have finished, check that the teachers have written the number (1) and the right name (Hoda) under the right picture (b).

Listening Passage: (TB p. 165)

Number one. This person is a woman who is about twenty-five years old. She has got long hair. She is not married. Today her brother is travelling to Tanta by train. She is saying goodbye to him at the station.

Number two. This person is also a woman. She is about thirty years old. We can't see her hair because she is wearing a scarf. She is married. Her husband is a train-driver. She is talking to him now about their baby, who is crying.

Number three. This person is a man. He is about thirty-five years old. He has got black hair and he wears glasses. Today his wife and son are visiting him in his shop. We can see his camera.

Number four. This person is another woman. She is old. She is wearing a black scarf. She is cooking dinner for her husband, who is working in his shop.

.4 Read the rest of the passage through once. Tell teachers to think about the answers, but not to write anything yet.

.5 Read the rest of the passage again, pausing after each description to give the teachers time to find the right picture and to write the number and name under it, like this:

a) Number 3
Name Hisham

c) Number 4
Name Laila

d) Number 2
Name Soraya

.6 Check the answers by reading each paragraph through again, and eliciting the answers from the pupils like this:

"That's Soraya. She's in picture (d)", etc.

2. Before discussing the steps of your demonstration in detail, discuss what happens in an activity like this and why it is useful. Point out that:

- pupils do not have to repeat sentences from the text: the focus is on listening, not on speaking;
- pupils are not just sitting passively; on the contrary, their minds are very active;
- pupils' attention is focussed on the meaning of what they are hearing: they must make an effort to recognise and understand words;
- in an exercise like this one, they have to match what they hear with what they can see on their worksheets. This type of listening exercise is therefore called Listen and Match, and is very common in Welcome to English.

Ask the teachers if they would expect the pupils to understand every word of the passage you read to them.

Answer: Probably not. But they should be able to understand enough to do this exercise. That is all that is important: the measure of their success in listening is whether they can understand enough to cope with the exercise you set them, and not whether they can understand every single word you say to them.

**ORGANISING LISTENING ACTIVITIES IN CLASS**

Now talk about the procedure for doing listening activities in

class like the one you demonstrated. As far as possible, elicit the steps from the teachers:

a) Before Listening

Ask the teachers: What should you do before the pupils listen to the text?

Answers:

i) Draw the pupils' attention to the exercise (or 'task') in the workbook and ask the pupils a few questions about it.

Listen and Match tasks typically consist of a picture or a series of pictures which the pupils have to match in some way with the passage they listen to.

ii) Give instructions for the exercise. The teacher should explain very clearly the task which the pupils have to do while they are listening.

Ask the teachers how they can check that their pupils have understood properly. Possible answers:

- by giving an example. The teacher can read the first sentence or paragraph of the passage (or make up a suitable sentence of his own as an example) and then stop and show the pupils how this helps them complete a part of the exercise.

- by repeating the instructions in Arabic if necessary.

Now ask the teachers: Should the teacher explain all the new words in the passage before they listen to it?

Answer: No. The pupils should be given practice in trying to guess the meaning of words from the context of the passage.

Remember also that it is not necessary to understand every single word of the passage in order to do the task successfully. However, it may sometimes be necessary to explain a key word or phrase before the listening activity, if the pupils do not know it.

b) While Listening

Now the teacher reads the passage aloud or plays it on a cassette. The pupils listen and do the exercise in their workbooks. The teacher should normally read the passage twice (and if necessary 3 times) to give the pupils the chance to fully complete and check their answers.

Discuss with the teachers <u>how</u> to read a listening passage aloud to their classes. Establish the following points:

i) Read at a normal speed and with a natural rhythm. Do not slow down unnaturally. Your aim is to give the pupils practice in listening to English as it is normally spoken.

ii) Do not stop to repeat words, explain words or to answer questions while you are reading the passage.

iii) Do not stop to write words up on the board. If they want to develop their listening skills, the pupils should rely on their <u>ears</u>, not their eyes.

c) <u>After Listening</u>

Ask the teachers what they should do after reading the passage to the class (or playing it on cassette):

Answer: <u>Check the answers to the exercise</u>.

Ask them how they can do this. Invite suggestions from the teachers. For example:

- they can ask individual pupils for the answers. The other pupils listen and check.
- they can tell the pupils to compare and check their answers in pairs before asking individuals to report back.
- after getting the right answer, they can write it on the board. This makes it easier for the other pupils to check and correct their own answers.

3. Summarise what you have discussed, writing the following table up on the board:

| ORGANISING LISTENING ACTIVITIES: THE MAIN STEPS |
|---|
| 1. Draw PP's attention to the exercise in Workbook. |
| 2. Give instructions for exercise, with an example. |
| 3. Read the passage aloud (usually 2 times) |
| 4. Check PPs' answers. |

**END OF PART ONE**

SESSION ONE PART TWO 60 minutes

ACTIVITY ONE: TEACHING PRACTICE

Preparation: For this activity you will need to make copies of Worksheet 2 and cut them up so that each group has copies of only one of the passages on the Worksheet.

1. Divide the teachers into 3 groups and tell each group to prepare one of the following listening exercises from Welcome to English Book II WB:

Unit 7, Lesson 5b, Exercise A.
Unit 9, Lesson 6b, Exercise A.
Revision 2, Exercise 2 (WB p. 58)

2. Hand out copies of the passages on Worksheet 2, giving each group copies of one of the passages only. Tell each group to subdivide into smaller working groups of 3 or 4 and instruct them to prepare to teach the listening task they have been given as if they were going to teach it in their own classes. They should follow the steps for organising listening activities discussed in Part One of this Session.

3. Go from group to group giving help where necessary. Allow about 10 or 15 minutes for preparation.

4. When all the groups are ready, ask one teacher from each of the 3 main groups to come to the front and demonstrate the listening activity to the members of the other 2 groups, who act as pupils. The teachers in the same group as the teacher who is demonstrating should act as observers.

The observers should watch for the following points:

- Did the teacher allow sufficient time for the 'pupils' to study the Workbook picture(s) and ask a few questions about them?
- Did the teacher set the task clearly? Were his instructions clearly understood? Did he give an example, if one were needed?
- Did he read the passage at a natural speed, without repeating or explaining words?
- Did he pause sufficiently at appropriate places to allow time for the 'pupils' to do the exercise.
- Did he check the 'pupils'' answers efficiently at the end of the activity?

5. After each teacher has finished his demonstration, invite comments from the observers and add any comments of your own. Try to keep to the points listed above.

**END OF SESSION ONE**

MODULE 13

**WORKSHEET ONE** Session One Part One

# UNIT 7 Lesson 1b

**A.** Listen. Write the numbers of the sentences, and the names of the people, under the pictures.

Hisham Nimat Omar

a) Number ........................
Name ...........................

Amr Huda

PLATFORM 3

b) Number ........................
Name ...........................

Laila Khalid

c) Number ........................
Name ...........................

Soraya Hillal

d) Number ........................
Name ...........................

MODULE 13

**WORKSHEET TWO** **Session One Part Two**

PASSAGE A: Welcome to English II, 7:5b Exercise A

(Pause each time you come to an asterisk *)

Good morning. I want to buy some things. Can I please have a bag of flour*, a bottle of oil*, two packets of tea*, a packet of salt* and some rice*. That's all, thank you.

PASSAGE B: Welcome to English II, 9:6b Exercise A

1. He is going to fall.
2. She has drunk her coffee.
3. The teacher is writing the word "beautiful" on the board.
4. He is going to break his arm.
5. She has opened the letter.
6. The sun is going down.
7. He has painted the chair.
8. She has made an elephant.

PASSAGE C: Welcome to English II, Revision 2, Exercise 2

Write 1 next to the man who is jumping off the pyramid.
Write 2 next to the man who is still going up the pyramid.
Write 3 next to the woman who has just bought an ice cream.
Write 4 next to the woman who is buying one.
Write 5 next to the man who is going to ride a camel.
Write 6 next to the man who is already riding one.
Write 7 next to the boy who is selling toys.
Write 8 next to the boy who has just bought one.
Write 9 next to the boy who has seen a toy on the ground.
Write 10 next to the girl who has dropped it.
Write 11 next to the camel which is sitting down.
Write 12 next to the camel which has run away.

SESSION TWO PART ONE 50 minutes

## OTHER LISTENING ACTIVITIES

Tell the teachers that in this Session, you will show two other types of listening activity in addition to 'Listen and Match', which you showed them in Session One. You will also discuss how they can follow up a listening activity with some useful speaking and writing practice.

i) Listen and Draw

The first activity you will show involves the pupils drawing something (e.g. a simple picture, lines on a map or diagram) while they listen to the passage.

As an example, demonstrate the listening exercise from Welcome to English II, Unit 6, Lesson 6b (see Worksheet Three, Listening Task A). Follow these steps:

.1 Hand out copies of Worksheet Three and ask them to look at Task A (or tell teachers to look at the lesson in the Workbook). Get teachers to say the names of the places on the map.

.2 Read out the instructions (see Worksheet). Make sure that teachers understand how to mark the different methods of transport (by train, by bus, etc.). Use the board to demonstrate how each method of transport must be drawn.

.3 As an example of the exercise, read out the first sentence of the passage, and check that teachers understand the idea. (They should point to the line showing transport by ship to Alexandria).

.4 Read out the listening passage, more than once if necessary. Pause whenever you come to an asterisk (*), to let teachers draw the line for the method of transport, on the map.

Passage:
When Bill first arrived in Egypt, he came from Italy to Alexandria by ship.* Then he went from Alexandria to Cairo by bus.* He travelled from Cairo to Luxor by plane.* And then he went from Luxor to Aswan by boat. * From Aswan he travelled back to Cairo by train. * Finally, he drove from Cairo to Tanta by car.

.5 Let teachers check their own answers by comparing their completed maps in pairs.

After the demonstration, ask the teachers what they as pupils had to do in this activity. Try to bring out these points:

.1 They had to listen to the passage, and draw lines on a map according to what they had understood.

.2 They did not need to understand every single word in the passage. As long as they could pick out the names of the places and the methods of transport (bus, train, etc.), they could probably do the exercise successfully.

ii) Listen and Write

Tell the teachers that in this activity, the pupils listen to a passage and have to show their understanding by writing something as they listen. It may involve:
- writing answers to a few set questions;
- writing a few notes on what they hear;
- writing some words to fill gaps in a text.

In the example you will show them, the pupils are given the text of the listening passage with certain words left out. The pupils have to listen and complete the passage by writing the words they hear in the gaps. It is similar to dictation, but instead of having to write the whole passage, they only have to write in certain words.

Demonstrate the exercise from Welcome to English II, Unit 8, Lesson 3b (see Worksheet Three, Listening Task B). Follow these steps:

.1 Direct teachers to Task B on Worksheet Three (or tell them to turn to the lesson in the Workbook) and read out the instructions. Explain the exercise as necessary.

.2 Give the teachers a few moments to look at the passage and the gaps to fill in. Ask them how they think the first gap might be filled in.

.3 Read out the passage, two or three times if necessary. Pause when you come to an asterisk. Teachers fill in the gaps and then calculate how much all four things cost.

Passage:
Jenny went to the market yesterday. First she went to

the butcher's and bought some chicken. It cost one pound fifty piastres a kilo, and she bought 2 kilos. So the chicken cost three pounds.* Then she went to the grocer's and bought some rice. It cost one pound a kilo and she bought 4.* So it cost .... The third thing which she bought was cheese. It smelled good, but it cost four pounds a kilo. She bought 500 grammes * so it cost .... Finally, she bought some fish. It cost two pounds a kilo. She bought 2 kilos so it cost .... How much did all four things cost?

.4 Check the answers with the whole group.

After the demonstration, ask the teachers what they noticed about the words that had been left out.

Answer: They contained all the information about <u>what</u> she bought and <u>how much</u> it cost. In other words this was a bit like a note-taking exercise: the pupils had to listen for and write down the <u>important</u> information from what they heard.

**FOLLOW-UP ACTIVITIES**

1. Explain that it is often possible to follow up a listening exercise with some useful practice in speaking or writing. This is especially true of the Listen and Match and Listen and Draw types of exercise.

As an example, ask teachers to look again at their completed worksheets for the Listen and Draw exercise you demonstrated earlier (Worksheet Three: Task A (<u>Welcome to English II</u>, Unit 6, Lesson 6b).

Tell them to imagine that they have just completed the listening exercise in class and have checked the 'answers' by asking individual pupils to come to the front and draw the lines showing the different methods of transport on a rough map of Egypt on the board.

2. Ask teachers: How could you use the completed map to give the pupils some practice in speaking or writing?

Possible answers:

i) Pupils reconstruct the passage orally, using the completed map as a prompt. They make sentences in turn round the class, e.g:

P1: He went to Alexandria by ship.
T: And then? Yes?
P2: He went to Cairo by bus.

(and so on)

ii) Pupils reconstruct the passage in writing for homework.

iii) One pupil pretends to be Bill and the others ask him questions about his journey, using the information on the map:

e.g. P1: Where did you go first?
'Bill': I went to Alexandria?
P1: How did you go there?
'Bill': By ship, from Italy
(and so on.)

In your discussion, establish that teachers should always do the reconstruction orally in class before asking the pupils to do it in writing. They will then be well prepared and should make few mistakes.

3. After discussing the teachers' ideas for follow-up work, explain that almost any Listen and Match and Listen and Draw exercise can be used in this way to give additional speaking and writing practice. This is because the picture or map which was used for the listening exercise is then used as a prompt for a simple oral or written reconstruction of the passage, or a part of the passage.

Ask the teachers: Should we expect the pupils to reproduce the passage word for word?

Answer: No. The purpose is to give them practice in reconstructing the main points or certain information in the passage, using the language which they have at their command.

Point out that the teacher can help the pupils by giving them some written prompts too. For example, in the exercise you have just been looking at about Bill's journey around Egypt, the teacher can write on the board some of the verbs which the pupils might find useful for retelling the story. For example:

| came | went | travelled | drove |
|---|---|---|---|

He or she could write these under the rough map on the board. The pupils of course would have to use them appropriately.

Finally, give each teacher a copy of the Handout to take away. Allow a couple of minutes for them to read through it, and answer any questions they may have.

**END OF PART ONE**

**SESSION TWO PART TWO** 70 minutes

**ACTIVITY ONE: TEACHING PRACƐTICE**

<u>Preparation</u>: For this activity you will need to make copies of Worksheet 4 and cut them up so that each group has copies of only <u>one</u> of the passages on the Worksheet.

1. Begin by reminding teachers of the procedure for organising listening activities in class. Elicit the main steps:

.1 Draw PP's attention to the exercise in the Workbook.

.2 Give instructions for the exercise, with an example.

.3 Read the passage aloud (usually 2 times).

.4 Check PPs' answers.

2. Divide the teachers into 3 groups and tell each group to prepare <u>one</u> of the following listening exercises from Welcome to English Book III WB:

Unit 4, Lesson 6b (Listen and Write)
Unit 5, Lesson 4b (Listen and Draw)
Unit 10, Lesson 8b (Listen and Match)

3. Hand out copies of the passages on Worksheet 4, giving each group copies of <u>one</u> of the passages only. Tell each group to subdivide into smaller working groups of 3 or 4 and instruct them to prepare to teach the listening task they have been given as if they were going to teach it in their own classes.

3. Go from group to group giving help where necessary. Allow about 10 or 15 minutes for preparation.

4. When all the groups are ready, ask one teacher from each of the 3 main groups to come to the front and demonstrate the listening activity to the members of the other 2 groups, who act as pupils. The teachers in the same group as the teacher who is demonstrating should act as observers.

The observers should watch for the following points (as in Session One):

- Did the teacher allow sufficient time for the 'pupils' to look at the Workbook exercise?

- Did the teacher set the task clearly? Were his instructions clearly understood? Did he give an example, if one were needed?

- Did he read the passage at a natural speed, without repeating or explaining words?

- Did he pause sufficiently at appropriate places to allow time for the 'pupils' to do the exercise?

- Did he check the 'pupils'' answers efficiently at the end of the activity?

5. After each teacher has finished his demonstration, invite comments from the observers and add any comments of your own. Try to keep to the points listed above.

**ACTIVITY TWO: PLANNING FOLLOW-UP ACTIVITIES**

1. Tell teachers to remain in their groups, and look again at one of the following two exercises which they have just completed:

Unit 5, Lesson 4b (Listen and Draw)
Unit 10, Lesson 8b (Listen and Match)

Tell them to imagine that they have just finished doing these listening exercises in class. In their groups they should discuss what follow-up speaking or writing activities they could do with their pupils, using the completed workbook exercises as a prompt.

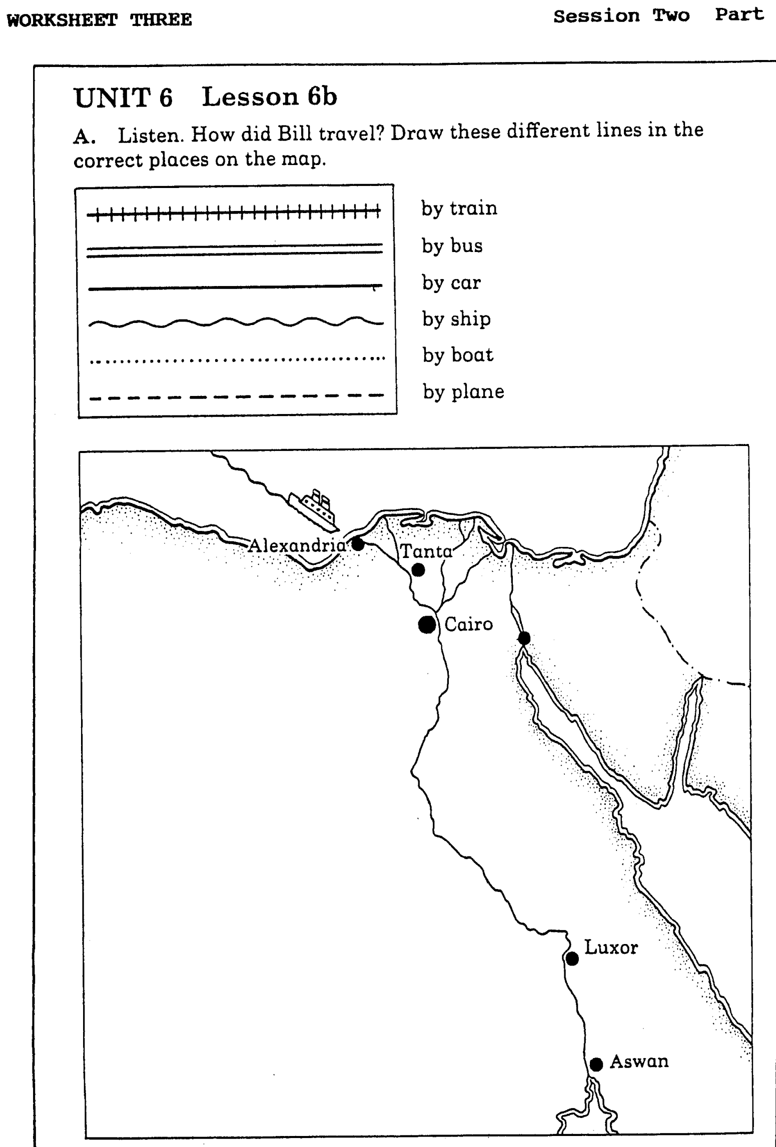
2. Go from group to group, assisting with their discussions as necessary.

3. Ask one representative from each group to report back with his or her group's suggestions.

**END OF MODULE**

**MODULE 13**

**WORKSHEET THREE** Session Two Part One



## UNIT 6 Lesson 6b

**A.** Listen. How did Bill travel? Draw these different lines in the correct places on the map.

MODULE 13

**WORKSHEET FOUR** **Session Two Part Two**

PASSAGE A: Welcome to English III, 4:6b Exercise A

A: Hello, is that British Airways?
B: Yes.
A: I'm phoning about the flight from London to Cairo on Tuesday
B: Just a minute. Hold on please.
C: Hello?
A: Ah, hello. I'm phoning about the flight from London to Cairo on Tuesday.
C: Flight to Korea? There's no flight from London to Korea on Tuesday.
A: No, I didn't say Korea. I said Cairo. What time is the flight from London to Cairo, please?
C: One moment please. Yes. There's a flight leaving London at fifteen fifteen, arriving twenty-two hundred.
A: Thank you very much. Goodbye.

PASSAGE B: Welcome to English III, 5:4b Exercise A

There are two railways. One of them goes beside the sea, from Sea Town to Port Freedom. The other railway also starts at Sea Town. It goes to Gold City, to the west of Low Hills. There is a good asphalt road from Sea Town to Gold City. It goes to the east of Low Hills. There are other roads which can be used by cars: from Sea Town to Port Freedom, and from Sea Town to Desert City. Between Gold City and High Hills there is a lake. There is one river. It starts in High Hills and goes into the lake. Then it goes from the lake to the south of Lonely Mountain. It comes to the sea at Port Freedom. There is a desert between Desert City and High Hills, but there is an oasis in the middle of the desert. There is a footpath from the oasis to Desert City. There is a canal from the lake to Desert City.

PASSAGE C: Welcome to English III, 10: 8b Exercise A

Four languages are spoken in many parts of the world. These are Arabic, English, French and Spanish. English was first spoken in Britain, but it is now the language of North America, Australia and New Zealand. Many people in West Africa, East Africa and South Africa also speak English, and so do many people in India.

Arabic is spoken in Arabia and the Middle East, of course, but also by most people who live in North Africa.

But some people who live in North Africa speak French, and so do many people in West Africa. In Europe, French is, of course, the language of France, and also of parts of the countries near it.

Spanish is the language of Spain, a country in the west of Europe. Spanish is spoken all over South and Central America, but not in Brazil.

**MODULE 13 HANDOUT: DEVELOPING LISTENING SKILLS**

A. Some Types of Listening Activity

1. Listen and Match: PP listen to a passage and match what they hear with what they see: e.g. with the correct picture, the correct part of a map etc. They may also be required to label the correct picture accordingly by writing "A, B ...etc." against it.

2. Listen and Draw: PP listen to a passage and complete a drawing or diagram according to what they hear.
e.g.1. they draw a line on a map tracing somebody's journey, as they hear about it.
e.g.2. they draw shapes or similar objects according to given instructions: "Draw a square in the middle of the paper ......" etc.

3. Listen and Write: PP listen to a passage and either answer short questions in writing, complete a table of notes, or fill in gaps in the passage, a copy of which they have in front of them.

B. Organising Listening Activities
Remember these steps:

1. Preparation: draw PP's attention to exercise in Workbook; ask a few questions about it.

2. Give instructions for exercise, with an example.

3. Read the passage, usually twice; pause where necessary to let PP complete exercise.

4. Check answers.

C. General Advice

- Read the passage at a natural speed. You can pause between sentences, and sometimes phrases, to allow time for PP to complete exercise, but don't slow up your speech so that it sounds unnatural.

- Do not expect your pupils to understand every word of the passage. The measure of success is whether they can successfully do the exercise.

- Read the passage twice or even three times if necessary to give all the pupils the chance to complete the exercise. If they miss something first time, give them a second (or third) chance.

## MODULE 14: MEANINGFUL PRACTICE

### SESSION ONE

<u>Part One</u> — 60 minutes
Introduction: Meaningful Practice
Using flashcards
Using textbook pictures

<u>Part Two</u> — 60 minutes
Introduction
Making flashcards
Teaching Practice
Reserve Activity: Using flashcards more freely

### SESSION TWO

<u>Part One</u> — 40 minutes
Introduction
Talking about real life
Imaginary situations

<u>Part Two</u> — 80 minutes
Imaginary situations
Teaching practice from the textbook

### CONTENTS

1. <u>Worksheets</u>

   There are <u>two</u> worksheets. Enough copies should be made to give to every teacher on the course.

2. <u>Handouts</u>

   There is <u>one</u> handout to be distributed at the end of the session.

For Session One Part One, teachers will need copies of <u>Welcome to English Book II</u> SB.

For Session Two Part Two, they will need copies of <u>Welcome to English Books II and III</u> SB and TB. Half of the teachers will need Book II and the other half will need Book III.

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To make teachers aware of the difference between mechanical and meaningful practice.

2. To show teachers how to make practice more meaningful by using visuals.

3. To show teachers how to make use of real and imaginary situations to give meaningful practice.

This module sets out to show the importance of pupils thinking when they speak English and being aware of the meaning of what they are saying. It shows a variety of techniques which take pupils beyond mechanical drilling and make them more involved in the language they are using.

This module builds on and develops basic techniques introduced in earlier modules at Level One, especially:

2: Repetition Drills (basic modelling and drilling)

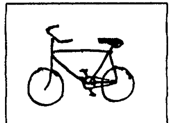
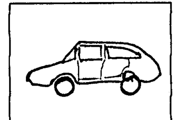
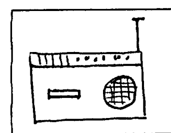
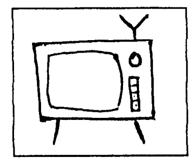
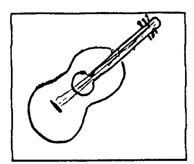
7: Practising Structures (substitution and question/answer drills)

4: Asking Questions (question types and techniques)

The first session of this module is mainly concerned with the use of flashcards for practising structures. The general use of flashcards as a visual aid is dealt with in module no. 15 in this volume: Making and Using Visual Aids.

**PREPARATION**

In Session One you will need these flashcards for your demonstration. You should make them before the session, drawing the pictures on large pieces of white card.

In Session One Part Two, each teacher will have to make a flashcard. If you can, contact teachers before the training session and ask them to bring:

i) a piece of white card 20 x 14 cm.

ii) a thick felt-tip pen

Otherwise provide a piece of typing or duplicating paper for each teacher, and at least one felt-tip pen between every five teachers on your course.

SESSION ONE PART ONE 60 minutes

**INTRODUCTION: MEANINGFUL PRACTICE**

1. Tell the teachers that in this module you will show them how to make both the Practice (or Drill, in 'Welcome to English') and Free Practice stages of the lesson more interesting and useful for their pupils.

The first session is concerned with the Practice stage. Quickly check that teachers understand what should happen at this stage: pupils should have the chance to practise the important words and patterns given in the lesson.

2. As a starting point for discussion, quickly demonstrate the most basic way of doing pattern practice - by chorus repetition. Drill this pattern from Welcome to English II:

| A: | Do you eat eggs? | B: | Yes, I do. |
|---|---|---|---|
| | drink tea? | | |
| | go to school? | | |

First drill the three questions, with the teachers repeating. Then ask the questions, and the teachers answer 'I'd love to'.

Now ask the teachers:

> Is practice like this useful? Is it all we need to do at the Practice stage?

Establish these points:

.1 Repetition drilling is useful as the first step only, just to make pupils familiar with a new pattern. It is very limited, because pupils only repeat a few sentences many times.

.2 It is completely mechanical. Pupils can easily do this kind of practice with their minds 'switched off' - in other words, thinking about something quite different while they are doing it. Because it is easy to do, it is also easy to forget. (Write on the board: 'Mechanical Practice').

.3 The teacher cannot be sure that the pupils understand what the words mean. It is quite possible to do a drill like this without knowing what you are saying.

3. To make this clear, demonstrate a similar drill in a language the teachers don't know. Write these patterns on the board:

| A: | Onko maitoa?<br>voia?<br>vetta? | B: On. |
|---|---|---|

Drill the three questions with the teachers repeating. Then ask the questions, and the teachers answer 'On'.

(Note: The language is Finnish, and means: 'Is there any milk/butter/water?' 'Yes, there is'. You could of course use a simple drill in any other language, or one using 'nonsense' words.)

Point out to the teachers that they could easily do the drill, and yet they didn't understand what they were saying. Exactly the same thing could happen in their own classes.

So mechanical practice alone is not very useful. We also need to do practice in which pupils must think and must understand the meaning of what they are saying. We call this kind of practice 'Meaningful Practice'. (Write it on the board and say it in Arabic).

**USING FLASHCARDS**

1. Tell the teachers that one way to make practice meaningful is by using pictures. Show the five flashcards you have prepared (see the notes under Preparation on page iii of this module).

Ask teachers to suggest what language items they could be used to practise. Get as many suggestions as you can. Then point out that they can be used not only to practise words ('What's this?' 'It's a bicycle', etc.), but also different patterns:

e.g. i) Sentences: I have a guitar.
I'd like a bicycle.

ii) Questions: Would you like to have a bicycle?
Do you have a television?

iii) Dialogues: A: I'd like a bicycle.
B: Really? I'd rather have a car.

2. Tell the teachers that you are going to show them how to use flashcards to practise talking about future plans, using 'going to'. They should imagine that you have already presented the structure. Now you are moving to the Practice stage.

Demonstrate the technique, using the teachers as pupils. Follow these steps:

.1 Write on the board:

| What are you going to do? |
|---|
| I'm going to... |

Show the first card only, and drill these sentences:

What are you going to do on Friday?
I'm going to ride my bicycle.

First the class repeats question and answer. Then you ask and they answer.

.2 Show the other cards in turn, and ask: 'What are you going to do on Friday?' Choose one teacher to answer each time. Go through all the cards twice, showing them in a random order.

After the demonstration, ask the teachers to tell you what the main steps were.

Now discuss with the teachers what the effect of using pictures was. How did it make the practice more meaningful?

Answer: When you use a picture, the pupils can see what they have to say, but they have to find the words themselves. So they must think about what they are saying.

3. Now discuss how you can get more practice using the cards. Make these points:

.1 In your demonstration, you didn't try hard to get many answers or to involve everybody. (Ask how many teachers gave a sentence - the answer will be eight at the most!).

.2 At the Practice stage, we want as many pupils to speak as possible, and to involve the whole class. So how can we do this?

Get suggestions from the teachers. There are no 'right' or 'wrong' answers, but here are some possible ways:

i) When the teacher shows a card, he can insist on a few seconds' silence before a pupil answers. This gives time for everybody to think of an answer.

ii) When a pupil answers, the teacher can check with the other pupils ('Is that right?')

iii) Instead of asking just one pupil to give the answer, the teacher can ask several pupils to repeat it in turn, by prompting: 'Yes?' 'Again, please'. He doesn't need to repeat the question.

iv) With a good class, the teacher can allow different answers for one card. For example: I'm going to drive my car/ buy a car/ wash my car.

4. Quickly demonstrate the practice again. This time, include the techniques you have discussed, so that you get as many answers as possible.

**USING TEXTBOOK PICTURES**

1. Point out that Welcome to English is full of pictures which can be used for meaningful practice of structures and vocabulary which the teacher has already presented.

As an example, ask teachers to look at the pictures in Welcome to English II, Unit 7, Lesson 1, Exercise 2. The pictures show parts of objects which the pupils have to describe, using the structure: 'I think this is the (end) of a (pencil)', etc.

2. Allow a few moments for the teachers to look at the exercise, and tell them to imagine that the teacher has already presented and drilled the example sentences.

Then demonstrate the Practice stage, using the teachers as pupils. Follow these steps:

.1 Ask the teachers to describe the pictures, without using full sentences yet: e.g. Ask a teacher what Picture One shows, and elicit: 'It's a pencil - the end of a pencil', etc.

.2 Ask the teachers to give you full sentences about each picture, using 'I think...'. When a teacher answers, find out if the others agree.

Answers: Picture 1: I think this is the end of a pencil.
Picture 2: I think this is the edge of a ruler.
(For a full list of answers, see the Teachers' Book, Welcome to English II, page 131).

3. When you have finished the demonstration, ask the teachers what the purpose of the pictures in the textbook was.

**Answer:** To get the pupils to talk and to practise language you have previously introduced. They are used for the same purpose as the flashcards demonstrated earlier.

Ask the teachers if this kind of practice is meaningful or not.

**Answer:** It is meaningful for the same reason that the flashcard practice was meaningful: because the pupils have to find the appropriate words themselves to go with the pictures they see.

**END OF PART ONE**

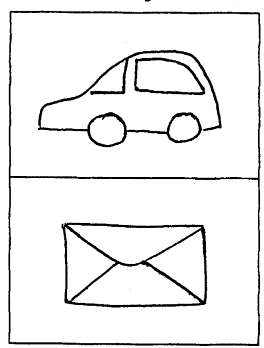
**SESSION ONE PART TWO** **60 minutes**

**INTRODUCTION**

1. Give each teacher a copy of Worksheet One. Tell them they can use the pictures as a source for making their own flashcards.

Look through the pictures with the teachers, and check that they can see what they represent. As you do this, make these points:

.1 A simple flashcard can be used to represent a number of different objects or activities. Give these examples:



can mean: 'car'
'driver'
'go for a drive'
etc.

can mean: 'letter'
'post a letter'
'write a letter'
etc.

.2 We can include English or Arabic words in the picture to help show the meaning.

Ask teachers to suggest some patterns that could be practised using each set of pictures.

2. Now discuss how to make a good flashcard. Establish that:

.1 It should be large enough - at least 20 x 14 cm. (a piece of typing paper folded).

.2 The drawing should be clear - drawn with a thick pen. If it is coloured, it is more interesting and also clearer for some objects (e.g. tomatoes). If a picture from a magazine is used, it must be big and simple enough.

.3 It should be on a piece of white card - then it can be kept and used again.

**ACTIVITY ONE: MAKING FLASHCARDS**

1. Divide the teachers into six groups, and sub-divide into smaller groups if necessary. If teachers haven't brought their own card and pens, give each group a few sheets of paper and a felt-tip pen.

2. Choose one set of pictures on the Worksheet for each group, and ask them to copy them onto the sheets of paper.

The easiest way to do this is for each teacher to copy a picture lightly in pencil, and then for one teacher in the group to go over them quickly with a felt-tip pen.

Go from group to group, giving help. Check that they are drawing <u>large enough</u>, <u>clearly</u>, and that their drawings are <u>recognisable</u>.

**ACTIVITY TWO: TEACHING PRACTICE**

1. Ask the teachers to look at the flashcards they have made and decide exactly what pattern they will use them to practise.

2. Ask one person from each group to demonstrate the technique. The other teachers pretend to be pupils.

Points to watch for:

<u>Stage One</u>

i) The basic pattern should be on the board.

ii) Teacher should not continue the repetition for too long or with too many sentences.

<u>Stage Two</u>

i) Teacher should hold the flashcards so that everyone can see them, and for as long as necessary.

ii) Teacher should <u>not</u> give the pattern again and again himself, but use the pictures as prompts.

iii) Teacher should get as many answers from the class as possible. (Ask afterwards how many teachers said something.)

**RESERVE ACTIVITY: USING FLASHCARDS MORE FREELY**

If there is time, show how flashcards can be used for less controlled activities. These activities are suitable for the Free Practice stage of the lesson.

1. Letting pupils add something of their own

Write on the board:

| Would you like a ....? | |
|---|---|
| Yes, please | No, thanks |
| Why? | Why not? |
| Because.... | Because..... |

Demonstrate; using the pictures of the car, television etc.
For example:

T: (shows car)
P1: Would you like a car?
P2 No, thanks.
P1: Why not?
P2: Because I can't drive.

T: (shows guitar)
P3: Would you like a guitar?
P4: Yes, please.
P3: Why?
P4: Because I want to sing a song.

2. Guessing Games

Write on the board:

| Are you going to...? |
|---|

Teacher chooses a card but doesn't show it. Pupils guess what it is, by asking questions using the pattern. E.g:

P1: Are you going to watch TV?
T: No, I'm not.
P1 Are you going to drive your car?
T: No, I'm not.
P3: Are you going to play the guitar?
T: Yes, I am. (Shows guitar card).

**END OF SESSION ONE**

**MODULE 14: WORKSHEET ONE** **Session One Part Two**

SESSION TWO PART ONE 40 minutes

**INTRODUCTION**

1. In Session One you showed how to make basic pattern practice more meaningful by using pictures.

Now ask the teachers:

Is this enough? What else do we need to do?

Answer: After practising the pattern we should give the pupils the chance to use it more freely, in their own sentences and to talk about their own experiences.

Tell the teachers that in this Session you will show them how to do this. You will show them techniques which move from the Practice to the Free Practice stage of the lesson. (Or Drill Stage to Practice Stage, in 'Welcome to English'.)

2. Remind the teachers that when we present a new pattern we can show the meaning in two ways:

.1 by giving a real example;
.2 by giving an example in an imaginary situation.

(This is dealt with in module no 5: Presenting Structures).

It is the same at the Free Practice stage: pupils can use the pattern to talk about real life or about an imaginary situation. The difference is that at the Free Practice stage we want the pupils to create the language, not the teacher. So we must find ways to let the pupils speak as much as possible.

**TALKING ABOUT REAL LIFE**

1. First discuss how to get pupils to talk about their own lives, using a pattern they have practised.

Ask the teachers to imagine that they have presented and done basic practice of 'going to'. Ask them what real questions they could ask their pupils, using this pattern.

Get as many ideas as you can. Then write these four questions on the board, or show them on the OHP.

| | |
|---|---|
| 1a | Are you going to watch TV this evening? |
| 1b | Are you going to stay at home this evening? |
| 2a | What are you going to do after this lesson? |
| 2b | What are you going to do next weekend? |

Ask the teachers which of these questions gives the pupils the most practice in 'going to'.

.1 The answer to Questions 1a and 1b is simply 'Yes' or 'No'. So these questions give pupils no chance to use the pattern (although they do of course give practice in listening to it).

.2 Question 2a is better, but there are only one or two possible answers (e.g. 'I'm going to have another lesson' or perhaps 'I'm going to have lunch') - all the pupils are probably going to do the same thing! So it doesn't provide much practice.

.3 Question 2b is the best. Pupils can give many different answers, so it allows them to use plenty of real language. Also, the other pupils will be interested to hear what their friends plan to do.

2. Now demonstrate Question 2b, using the teachers as pupils. Ask the question once only, and then get as many different teachers as possible to give you a sentence, by prompting:

T: What are you going to do next weekend? Yes? Manal?
P1: I'm going to stay at home.
T: Good. And you?
P2: I'm going to visit my uncle.
T: Oh, that'll be nice. What about you, Leila?
P2: I'm going to play football.
etc.

Do the whole exercise quickly. Afterwards, ask how many teachers gave a sentence.

Now ask this question:

What did the teacher do? How many times did he ask a full question?

Answer: At the beginning only. After that he prompted answers, saying as little as possible ('Yes?', 'And you?', 'What about you?'). The less the teacher says, the more the pupils have to speak.

3. Now give a second demonstration, to show how to give the pupils practice in asking the question:

T: Ok, now Leila, ask Ahmed.
P1: What are you going to do next weekend?
P2: I'm going to clean my bicycle.
T: Good. Samira, ask Nadia.
(And so on).

Point out again that the teacher says as little as possible - he only directs the activity.

**IMAGINARY SITUATIONS**

1. Tell the teachers that you are now going to show how to use an imaginary situation at the Free Practice stage.

An imaginary situation can have two advantages:

i) it is often more interesting than real life - pupils like to imagine things.

ii) if the situation is a good one, it can provide more language practice than talking about real life.

2. Demonstrate how you can get pupils to use 'going to' in an imaginary situation. Use the teachers as pupils.

Stage 1

T: Now, let's imagine we're going to have a party this evening - for the whole class. But everybody must bring something.

I'm going to bring a cake. What about you? What are you going to bring? Yes, Ahmed?

Ahmed: I'm going to bring coca-cola.

T: Good. What about you, Nihad?

etc.

<u>Stage 2</u>

T: Now, ask each other. Ali, what's Mona going to bring? Ask her.

Ali: What are you going to bring, Mona?

Mona: I'm going to bring some biscuits.

T: Good. Mahmoud, ask Omar.

etc.

After the demonstration, ask how many teachers asked or answered a question.

**END OF PART ONE**

SESSION TWO PART TWO 80 minutes

**ACTIVITY ONE: IMAGINARY SITUATIONS**

1. Remind teachers that if they use their own imaginary situations in the Free Practice stage, it is important to:

   i) choose a situation which is of interest to the pupils and which will provide plenty of language practice;
   ii) prepare an introduction before the lesson.

2. Divide the teachers into groups of four or five and give every teacher a copy of Worksheet Two. Read through it with them, and point out that each pattern has two possible situations.

Give one of the patterns to each group, and give these instructions:

.1 In your group, try practising the pattern using each of the situations. One person should act as 'teacher': the others should try to make as many sentences as possible using the pattern.

.2 The 'teacher' should count how many sentences the group can make for each situation, and so decide which one is more productive.

3. When they have finished, ask each group to say which was their 'best' situation, and how many sentences they gave.

If you like, let groups quickly try out some of the other patterns.

**ACTIVITY TWO: TEACHING PRACTICE**

For this activity, half the teachers will need copies of Welcome to English Book II SB and TB, and the other half will need Welcome to English Book III SB and TB.

1. Ask teachers to remain in their groups and give each group one of the following practice exercises from Welcome to English to prepare. Each exercise is an example of a real or imaginary situation for practising a particular structure.

Welcome to English II (SB)

Unit 6, Lesson 3, Exercise 2
Unit 9, Lesson 3a, Exercise 2
Unit 14, Lesson 6a, Exercise 3

Welcome to English III (SB)

Unit 1, Lesson 4a, Exercise 3
Unit 6, Lesson 3a, Exercise 4
Unit 10, Lesson 1a, Exercise 3

The teachers should imagine that they have already taught the preceding exercises in the lesson. Using the Teachers' Book as a guide, they should prepare to introduce the exercise and then use it to get as much meaningful practice from the rest of the group as possible.

2. Go from group to group, giving help where necessary, and checking that the teachers have properly understood the TB instructions.

3. Ask one teacher from each group to demonstrate the exercise, using the rest of the class as pupils.

Points to watch for:

i) Teacher should introduce the situation. The introduction should be clear and interesting.

ii) Teacher should get as many sentences as possible from the class, saying as little as possible himself.

iii) If the exercise requires it, teacher should get pupils to ask each other questions and give answers. He should say as little as possible, merely directing the pairs. He should involve the whole class by choosing pairs which are distant from each other.

**END OF MODULE**

**MODULE 14**

**WORKSHEET TWO** **Session Two Part Two**

Pattern 1

What do you want...?

I want to...

A. You are visiting Cairo. Discuss what places you want to see, things you want to do, etc.
B. You are going shopping. Discuss what you want to buy.

Pattern 2

What do we need?

We need some...

A. You are going to make a cake.
B. You are planning to give a party.

Pattern 3

Do you have any...?

Yes, what kind would you like?
or No, but we've got some...

A. You are in a shop.
B. You are in a restaurant.

Pattern 4

Have you ...-ed yet?

Yes,.... (free answer)
or No, not yet.

A. You are talking to a tourist in Egypt. You want to know what he has done and where he has been.
B. You are about to go on holiday with a friend. You are checking that he has made all the arrangements (ticket, packing, etc.)

Pattern 5

Could you...?

Yes, of course.
or No, sorry,.... (+ reason)

A. A friend of yours is going to Port Said. You want him to buy you some things.
B. You are in hospital. You want your friend to bring you some things.

**MODULE 14 HANDOUT: MEANINGFUL PRACTICE**

1. Mechanical Practice

Mechanical Practice is the kind of practice the pupils get when they do a Repetition Drill. It is 'mechanical' because the pupils are simply trying to master the mechanics of the new pattern - its structure and pronunciation (i.e. its form), rather than how to use it meaningfully in context. It is useful as the first step of practice only. It must be followed by a meaningful practice stage, in which the pupils have to pay attention to the meaning of what they are saying, as well as the form.

2. Meaningful Practice

Practice can be made meaningful at the Controlled as well as the Free Practice stages of a lesson. Some ways of doing this are:

i) Using flashcards as prompts. Flashcards of objects, actions, etc. can be used as prompts for structure practice.

e.g. If the structure is 'can/can't', flashcards showing different actions can be used to prompt questions and answers from the pupils:

(Picture of girl swimming) P1 Can you swim?
etc. P2 Yes I can/ No I can't

The practice is meaningful because the pupils can see what they have to say, and have to find the words themselves.

ii) Using textbook pictures: in the same way as flashcards.

iii) Talking about real life: pupils make true statements, or ask and answer questions about themselves, using the new structure.

e.g. If the structure is the Present Perfect (have done...), they can ask questions to one another across the class about their own experiences:
P1 Have you ever ridden a camel?
P2 Yes, I have/ No, I haven't. etc.
(See Worksheet One for more examples).

iv) Using imaginary situations: the teacher can give the class an imaginary situation, which the pupils have to respond to, using the new structure.
e.g. If the structure is 'will + verb', the pupils can imagine that they are giving warnings to someone who eats too much/ doesn't work hard enough/ drives too fast, etc:
'You'll get fat/ be sick...', etc.
(See Worksheet One for more examples).

# MODULE 15: MAKING AND USING VISUAL AIDS

## SESSION ONE

Part One
Introduction — 30 minutes

Part Two
The clock
Number cards
Flashcards — 90 minutes

## SESSION TWO

Part One
Introduction: Using charts
Structure charts
Picture charts
Map charts — 60 minutes

Part Two
Structure charts
Picture charts
Reserve activity: Finger puppets — 60 minutes

## CONTENTS

1. Worksheets
   There is one Worksheet. Enough copies should be made to give to every teacher.

2. Master Sheets
   There are four Master Sheets: they provide models of visual aids used in the module. Master Sheet One (The clock) should be photocopied and given to teachers to take away.

   Note:
   For the practice activities you will need:
   - for each group of four or five teachers, one piece of paper large enough to make a chart, and at least one felt-tipped pen;
   - for each teacher, a few sheets of rough paper.

   For displaying charts in Session Two you will need:
   - two nails;
   - a piece of string long enough to go across the blackboard;
   - two or three clothes pegs.

   For Session One Part Two and Session Two Part Two, teachers will need copies of Welcome to English 1 SB.

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To make teachers familiar with a range of simple visual aids.

2. To show teachers how to make their own visual aids.

3. To show teachers how to use visual aids effectively.

Many teachers feel that visual aids are an unnecessary luxury, or that they do not have the time to make or use them. This module sets out to show that visual aids are important, that they are easy and cheap to make, and that they can be used again and again.

This module gives a general introduction to making and using visual aids. Particular visual aids are dealt with more fully in other modules:

- Using real objects, mime and gesture, in Module No.1: Presenting Vocabulary.

- Blackboard drawings, including "pin men", in Module No.3: Using the Blackboard.

- Word cards, in Module No.24: Introducing Reading.

- Flashcards for pattern practice, in Module No.14: Meaningful Practice.

**PREPARATION**

Before each session, you will need to make your own visual aids for use in demonstrations.

For Session One you will need:

- a Clock. Make this from a photocopy of Master Sheet One (alternatively, have the materials ready, so that you can make it in the training session).
- a set of twenty Number Cards. Copy these from Master Sheet Two onto pieces of card.
- a set of six Flashcards. Copy these from Master Sheet Two onto pieces of card.

For Session Two you will need:

- Three Charts. Copy these onto large pieces of paper or card from Master Sheets Three and Four.
- Two Finger Puppets. Make these from photocopies of Master Sheet Four.
- (if possible) your own version of the charts teachers will make in Activity One. Copy these from the models given in Session Two Part Two.

SESSION ONE PART ONE

30 minutes

**INTRODUCTION: VISUAL AIDS**

1. Tell teachers that in this module they will learn how to use visual aids (pictures, objects, things for their pupils to look at) to help them in their teaching.

First, talk about why visual aids are important. Make these points:-

.1 Showing visuals focusses attention on meaning, and helps to make the language used in the classroom more real and more alive;

.2 If the teacher has something to show the pupils, he will keep their attention better, and the class will be much more interesting.

.3 Visuals can be used at any stage of the lesson. Language can be presented, it can be practised and it can be reviewed with the help of visuals. A visual aid is not just used once, but again and again, and can be shared by different teachers.

2. Now talk about what different kinds of visual aids there are. As far as possible, get ideas from the teachers. Build up a list on the blackboard, and talk briefly about each kind, giving examples. (Do not go into details at this point - the idea is to give teachers a general idea of the range of possible visual aids):

i) The teacher himself. He can show a situation or an action using gesture and facial expression.

ii) The blackboard. The teacher or pupils can use it to draw pictures, diagrams, maps, etc. (This is dealt with in Module 3: "Using the Blackboard").

iii) Real objects. The teacher can bring things into the class - food, clothes, containers, etc.

iv) Flashcards: cards with single pictures which can be held up by the teacher or student. They can be used for presenting and practising new words, new structures and for revision. (Quickly show the flashcards you will use in Session One Part Two).

v) Magazine pictures: pictures cut out from magazines and glued or stuck onto a card. They can be used in the same way as flashcards, and also as a stimulus for

freer discussion activities.

vi) Pictures in the textbook. "Welcome to English" is full of illustrations, to show the meaning of words, to act as a cue for practice, to illustrate a text, etc.

vii) Charts - larger sheets of card with pictures or writing, which can be used for practice. (Quickly show one of the charts you will use in Session Two).

Tell teachers that in this module, you will show them how to use various kinds of flashcards and charts.

Of course, there are many other visual aids which are not dealt with in this module. Some of them require special preparation or equipment, e.g. flannelboard, magnetboard, slides, filmstrip, coloured rods. Talk about them only if teachers mention them themselves.

3. Now ask the teachers these questions, and establish the points given below each one:

.1 What are the features of a good visual aid?

It should be seen easily by the whole class. It must be clear and big enough for children at the back to see.

It should also be clear what it is supposed to represent - so a simple picture is usually better than a complex one.

.2 What materials do we need for making simple visual aids?

Paper, cardboard, felt-tip pens (coloured), glue. A pair of scissors to cut things up. Very simple, cheap materials can be used, e.g. card from old boxes and packets.

As we can use visual aids more than once, it is best to:

- make them strong enough to last (so stick pictures on card).
- find a place to store them.

**END OF PART ONE**

**SESSION ONE PART TWO** 75 minutes

**ACTIVITY ONE: THE CLOCK**

1. Introduce the activity by asking this question:

- What visual aid would be useful for teaching the time and daily routine?

  Answer: A clock with hands that move.

2. Give each teacher a copy of Master Sheet One. Explain how the clock is made, either showing a completed clock or making one as you talk:

1) Stick the whole sheet of paper onto card.
2) Cut out the clock face and hands.
3) Attach the hands, using a split pin. If you cannot find a split pin, use a drawing pin (put a small piece of thick card behind the centre of the clock to hold the drawing pin firmly); or use a carefully bent paper clip.

3. Now demonstrate how to use the clock, using teachers as pupils. Point out that it is easier to learn the time not by moving round the clock (5 past, 10 past, quarter past, etc.), but by contrasting "5 past" and "5 to", "10 past" and "10 to", etc.. Divide your demonstration into these four parts:

Part One
Demonstrate how to practise the hours:

T: What's the time?
PP: (Chorus, then individual) 1 o'clock.
T: Good. (Moving hands). What's the time now? etc.

Part Two
Demonstrate how to practise:

five to one, five past one
five to four, five past four
ten to one, ten past one, etc.

Part Three
Demonstrate how to practise:

quarter to ..., quarter past ...
twenty to ...., twenty past ....
twenty-five to ..., twenty-five past ...
half past ...

Part Four

Demonstrate how to practise daily routine:

T: This is Hassan's day. Look. When does he get up? (clock shows 6.00 am). Yes?
P1: (He gets up at) six o'clock.
T: Good. Then what? (clock shows 6.30 am)
P2: He drinks tea at half-past six. (and so on showing different times)

(Each part would, of course, be done in a different lesson).

4. Ask a few teachers to come to the front and practise:

i) introducing and drilling the hours
ii) introducing and drilling quarter to, quarter past and half past
iii) reviewing different times
iv) practising daily routine, using "at (+ time)..."

**ACTIVITY TWO: NUMBER CARDS**

1. Introduce the activity by asking these questions:

.1 If we want to practise numbers, what visual aid can we use?

Answer: Flashcards with numbers on them.

.2 How many cards do we need to practise the numbers 0 to 99?

Answer: Two sets of cards each showing 0 to 9.

2. Show your own set of Number Cards (see Master Sheet One), and point out how they are made:

i) the numbers are drawn with a thick felt-tip pen on pieces of card;

ii) a thin line is drawn under each number to show which way round it is.

3. Now demonstrate how to use the cards, using teachers as pupils. Divide your demonstration into three parts:

Part One

Introduce and drill single numbers: 1, 2, 3, 4 ...
Introduce and drill multiples of ten: 10, 20, 30, 40 ...

Part Two

Review numbers, by showing cards in a random order.

Part Three

Practise the contrast between similar numbers:

3, 13, 30
5, 15, 50

Point out the difference in pronunciation: "thirteen", "fourteen", etc. (2nd syllable is stressed and long) and "thirty", "forty", etc. (1st syllable is stressed).

4. Ask a few teachers to come to the front and practise:

i) teaching numbers 11 to 20
ii) reviewing numbers 1 to 20 (showing cards in random order)
iii) practising contrast between 4, 14, 40
8, 18, 80

**ACTIVITY THREE: FLASHCARDS (MASTER SHEET TWO)**

1. Introduce the activity by discussing what kinds of words are suitable for flashcards. (Answer: Objects, simple actions - anything that we can show clearly with a picture; but not things which are visible in the classroom already).

2. Show your set of flashcards, and explain how they are made:

i) the picture is drawn on the card, or on a piece of paper and then glued onto the card.
(Or a picture can be taken from a magazine.)

ii) the word can be written on the back of the card.

3. Now demonstrate how to use the cards, using the teachers as pupils.

1. Present:
Show each picture in turn, saying the names of the objects:
e.g. T: Plate. A plate. This is a plate.

2. Drill:
Show the pictures again and drill the words:
e.g. T: Look. This is a plate. A plate.
PP: A plate.

3. Practice:
   Show the pictures again, in a different order. Check that pupils can say the word.

   T: Look - what's this? Is it a knife?
   PP: No.
   T: What is it? (Indicates P1)
   P1: It's a fork.
   T: Good.

When you have finished, elicit the three steps of your demonstration from the teachers: Present, Drill, Practice. Then make the following points about using flashcards:

.1 Hold the cards high, and make sure that all the pupils can see them, including those at the back and sides of the class.

.2 Make sure that you do not cover the pictures with your fingers! Demonstrate this yourself.

.3 Don't let pupils shout out the response as soon as you show the flashcard. Allow a few moments for all the pupils to look at it and think of the correct response.

Point out that some cards can be used later for review, and the back of the card can be used to practise reading. (This is dealt with in Module 24: Introducing Reading.)

4. Divide teachers into groups of four, and give each group:

   i) at least four sheets of typing paper
   ii) a felt-tip pen

Choose suitable lessons from the textbook: see following page for a list of suitable lessons from Welcome to English I (SB). Ask each group to make a set of flashcards.

5. Ask a few teachers to demonstrate using their flashcards.

During the practice part of each of the three activities, make sure that:

   i) the teacher holds the visual up so that the whole class can see it.

   ii) the teacher pauses while he shows the visual, to give time for everyone to look at it and think of a response.

Suitable lessons for flashcards (Welcome to English I):

| | |
|---|---|
| Unit 4 Lessons 2a, 3a, 4a : | objects, e.g. a flower, a clock, a banana, a tree |
| Unit 5 Lessons 1a, 2a, 3a : | objects, e.g. a star, a cloud, the sun, a fish |
| Unit 6 Lessons 2a, 3a, 4a : | actions, e.g. walking, kicking, carrying, pointing |
| Unit 9 Lesson 6a: | furniture, e.g. a cupboard, shelves, a bed |
| Unit 10 Lessons 4, 5, 6a, 8a : | people, animals, plants and things |
| Unit 13 Lesson 2: | items of clothing |

**END OF SESSION ONE**

SESSION TWO PART ONE

60 minutes

**INTRODUCTION: USING CHARTS AND FINGER PUPPETS**

1. Tell teachers that in this Session you will show them how to use charts.

Quickly show Charts One, Two and Three, and tell the teachers:

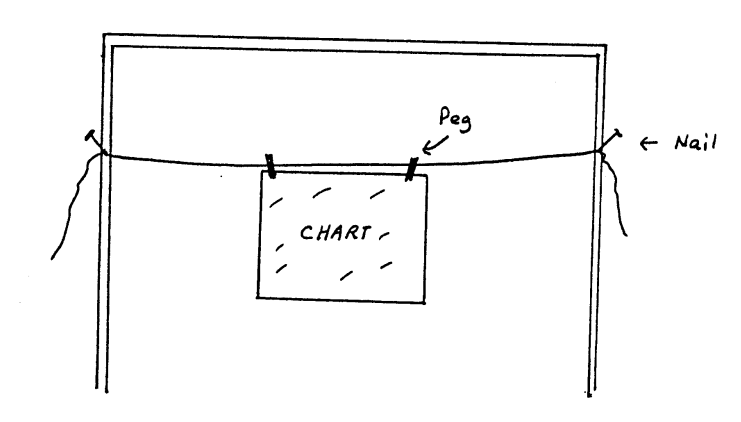
.1 We can use charts to show sentences, pictures or maps as a basis for language practice;

.2 They can be made from any large piece of paper or card, using a felt-tip pen to write on it.

2. Ask teachers how we can display charts.

Discuss these possibilities:

i) the teacher can hold the chart up;
ii) two pupils can come out to the front and hold the chart up;
iii) the teacher can pin the chart to the blackboard;
iv) the teacher can hang the chart from a piece of string tied across the blackboard. Show how this can be done, using two nails (or drawing pins), string and clothes pegs.



**STRUCTURE CHARTS**

1. Display Chart One.

Ask the questions below:

| | | | |
|---|---|---|---|
| When | is { he / she }<br>are { we / you / they } | going to | write..?<br>cook..?<br>read..?<br>play..?<br>visit..?<br>etc. |

.1 What language does the chart show, and how could it be used?

It shows question patterns with "going to", but <u>not</u> complete questions - so it can be used for practice by asking pupils to read and complete the questions.

.2 What is the advantage of showing these patterns on a <u>chart</u>, instead of writing them on the blackboard?

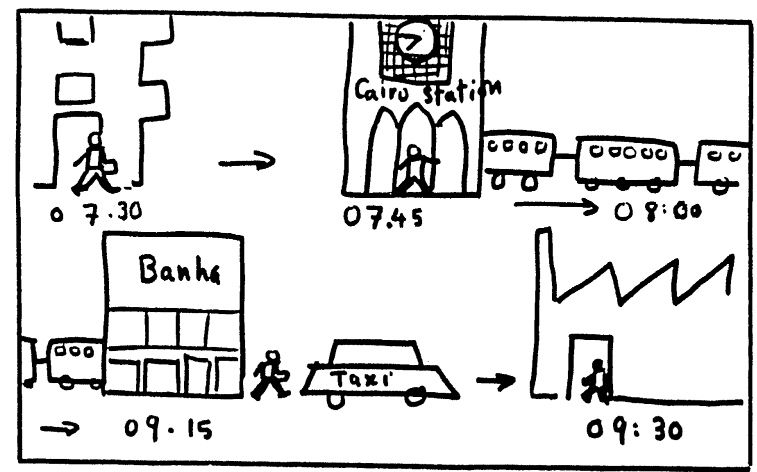
With a chart, we can show the patterns instantly, without wasting time. We can also make the sentences clearer and more attractive on a chart - for example by using colour.

2. Demonstrate how to use the chart, using the teachers as pupils. Point to different words, and ask teachers to read out and complete the questions.

e.g. When is he going to write a letter?
When are you going to make the supper?

**PICTURE CHARTS**

1. Display Chart Two




What does the chart show?
What language could it be used to practise?

It shows the daily routine of someone who lives in Cairo and works in Benha. It could be used to practise sentences using various tenses, for example:

i) Present Simple: "Every day Helmy leaves home at half past seven...."

ii) Past Simple: "Yesterday, Helmy left home at half past seven...."

iii) Present Simple (Question and Answer): "What time does the man leave home?" "At half past seven."

iv) Present Continuous: "What's the time now?" "Half past seven." "What's the man doing?" "He's leaving home and going to the station."

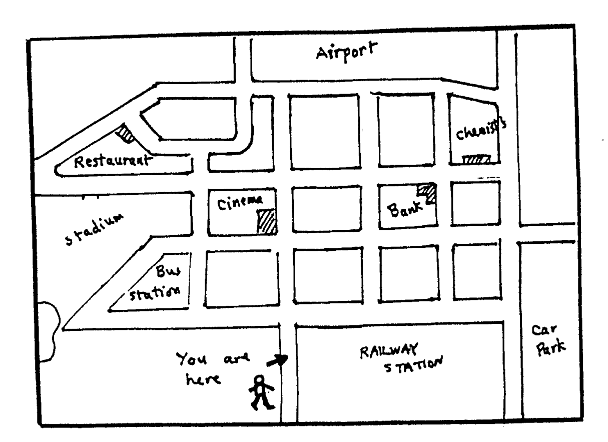
2. Demonstrate how to use the chart to practise the Present Simple, using the teachers as pupils.

i) Point to different parts of the chart, and ask: "What does he do at half past seven?" "Then what happens?" etc.

ii) Get teachers to go through all the events again, without being prompted.

**MAP CHARTS**

1. Display Chart Three




Ask the teachers:

- What can this chart be used for?

  It can be used for giving directions and understanding directions.

2. Demonstrate how to use the chart, using the teachers as pupils:

   i) Give directions, and ask teachers to name the place you are going to:

      e.g. You go straight down this road, and take the third turning on the left. Walk down the road and it's on the left.
      (Answer: The stadium)

   ii) Ask teachers to give directions to certain places:

      e.g. How do I get to the car park?
      (Answer: You take the first turning on the right and it's at the end of the road.

**END OF PART ONE**

## SESSION TWO PART TWO

60 minutes

### ACTIVITY ONE: STRUCTURE CHARTS

1. Divide teachers into groups of four, and give each group a few sheets of typing or duplicating paper, and a felt-tip pen. (Make it clear that for their classes they would of course have to make charts on larger sheets of paper or card).

Give each teacher a copy of Worksheet One.

2. Working together in their groups, they make two Sentence Charts. Leave the chart you showed them (Chart One: Questions with "going to") on display so that they can use it as a model.

Their charts should look something like this (other versions are possible):

| | | |
|---|---|---|
| Have you | ever | visited...?<br>flown...?<br>ridden...?<br>driven...?<br>seen...? |
| Has Bill / Laila / he / she | | |

| | | | |
|---|---|---|---|
| This<br>That | X | is too | big.<br>small.<br>long.<br>short. |

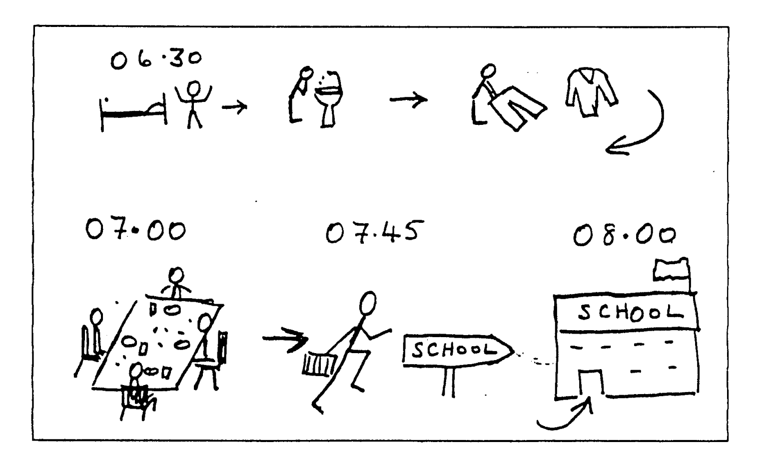
| | | |
|---|---|---|
| I need a | bigger<br>smaller<br>longer<br>shorter | one. |

3. Ask a few teachers to demonstrate.

**ACTIVITY TWO: PICTURE CHARTS**

1. Divide the teachers into their groups again, and ask them to design a Picture Chart, following the instructions on Worksheet One. Again, leave the picture chart you showed them (Chart Two: The man going to Benha) on display so that they can use it as a model.

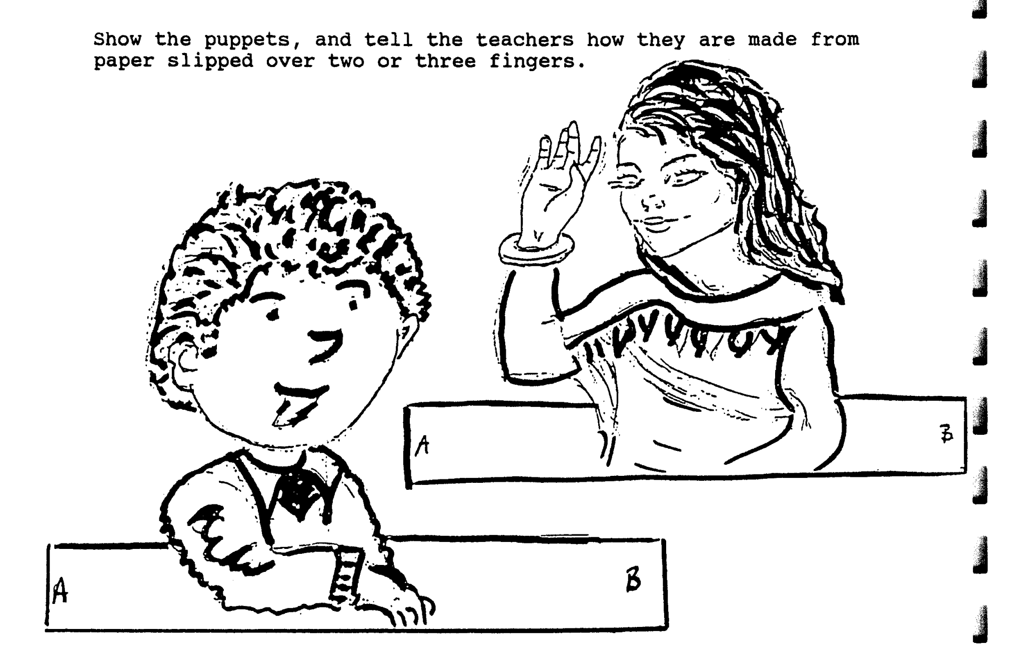
Their chart should look <u>something</u> like this:




2. Ask a few teachers to demonstrate.

**RESERVE ACTIVITY: FINGER PUPPETS**

Show the puppets, and tell the teachers how they are made from paper slipped over two or three fingers.




Tell the teachers:

.1 The teacher can use them when giving a model dialogue, pushing a puppet forward to show who is "speaking" and adopting two different voices. This helps to bring the dialogue to life, and makes the different roles clearer.

.2 A pupil can come to the front of the class to act out the dialogue, using the puppets.

.3 Pupils can make their own puppets for homework. They can then be used by all the pupils to act out both parts of a dialogue.

**END OF MODULE**

**WORKSHEET ONE** Session Two Part Two

**Activity One: Structure Charts**

1. Make a chart which you could use to practise these questions:

    Have you ever visited Damietta?
    Have you every flown a plane?
    Has Bill ever ridden a camel?
    Has he ever driven a lorry?
    Has Laila ever seen an elephant?

    The chart should show the basic pattern.

2. Now make a chart to practise these sentences:

    The box is too big. I need a smaller one.
    The pencil is too short. I need a longer one.
    That coat is too long. I need a shorter one.
    That dress is too small. I need a bigger one.

**Activity Two: Picture Charts**

Make a picture chart which you could use to practise these sentences:

Hassan gets up every day at half past six.
He washes and gets dressed.
Then at seven o'clock he has breakfast with his mother, father and sister.
At a quarter to eight he leaves home and walks to school.
He arrives at school at eight o'clock.

MASTER SHEET ONE

Session One Part Two

O'CLOCK
FIVE PAST
TEN PAST
QUARTER PAST
TWENTY PAST
TWENTY FIVE PAST
HALF PAST
TWENTY FIVE TO
TWENTY TO
QUARTER TO
TEN TO
FIVE TO

12 1 2 3 4 5 6 7 8 9 10 11

Glue onto card, cut out

Attach hands, use split pin =

**MASTER SHEET TWO** Session One Part Two

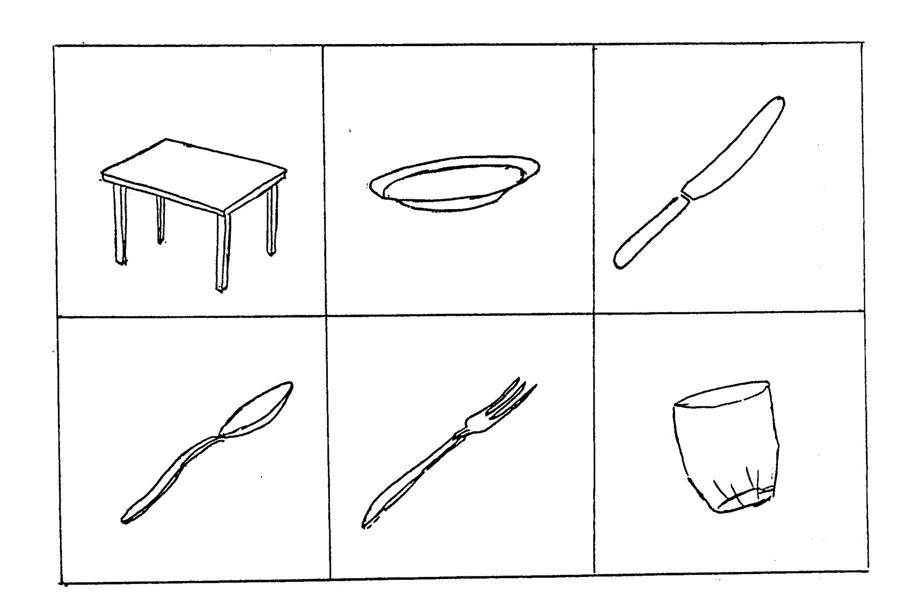
1. Number Cards (for trainer's own use)

   Copy two sets of these numbers onto pieces of paper or card. Each card should be at least 10 x 10 cm.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 6 | 7 | 8 | 9 | 0 |

2. Flash Cards (for trainer's own use)

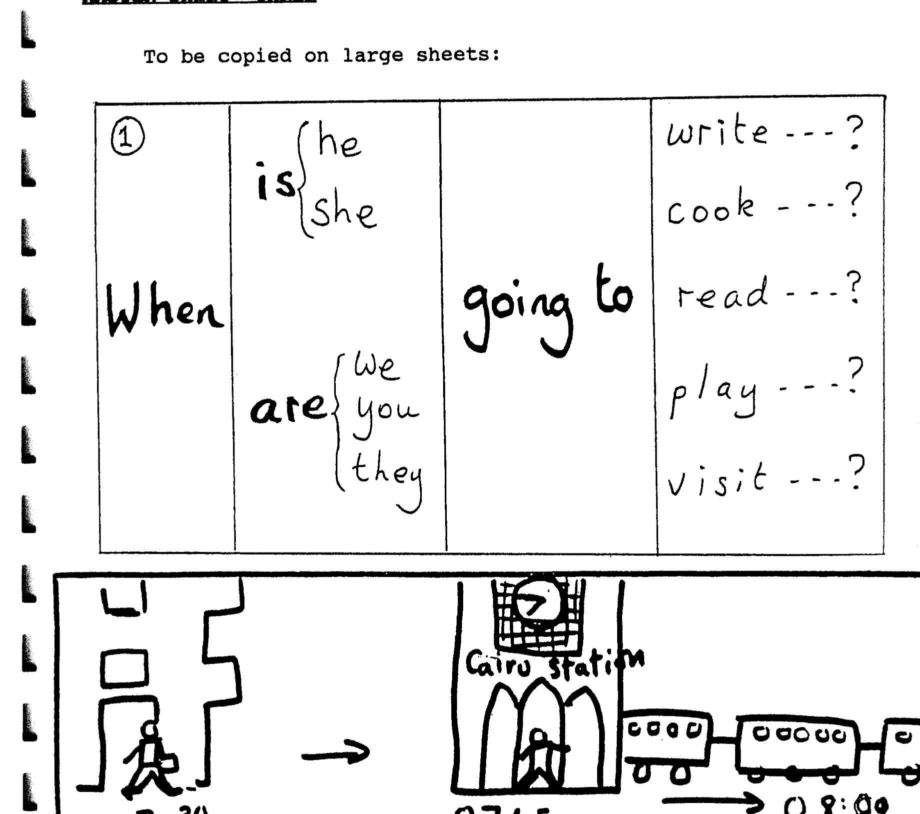
   Copy these pictures onto pieces of card. Write the words on the back. Each card should be at least 20 x 14 cm.



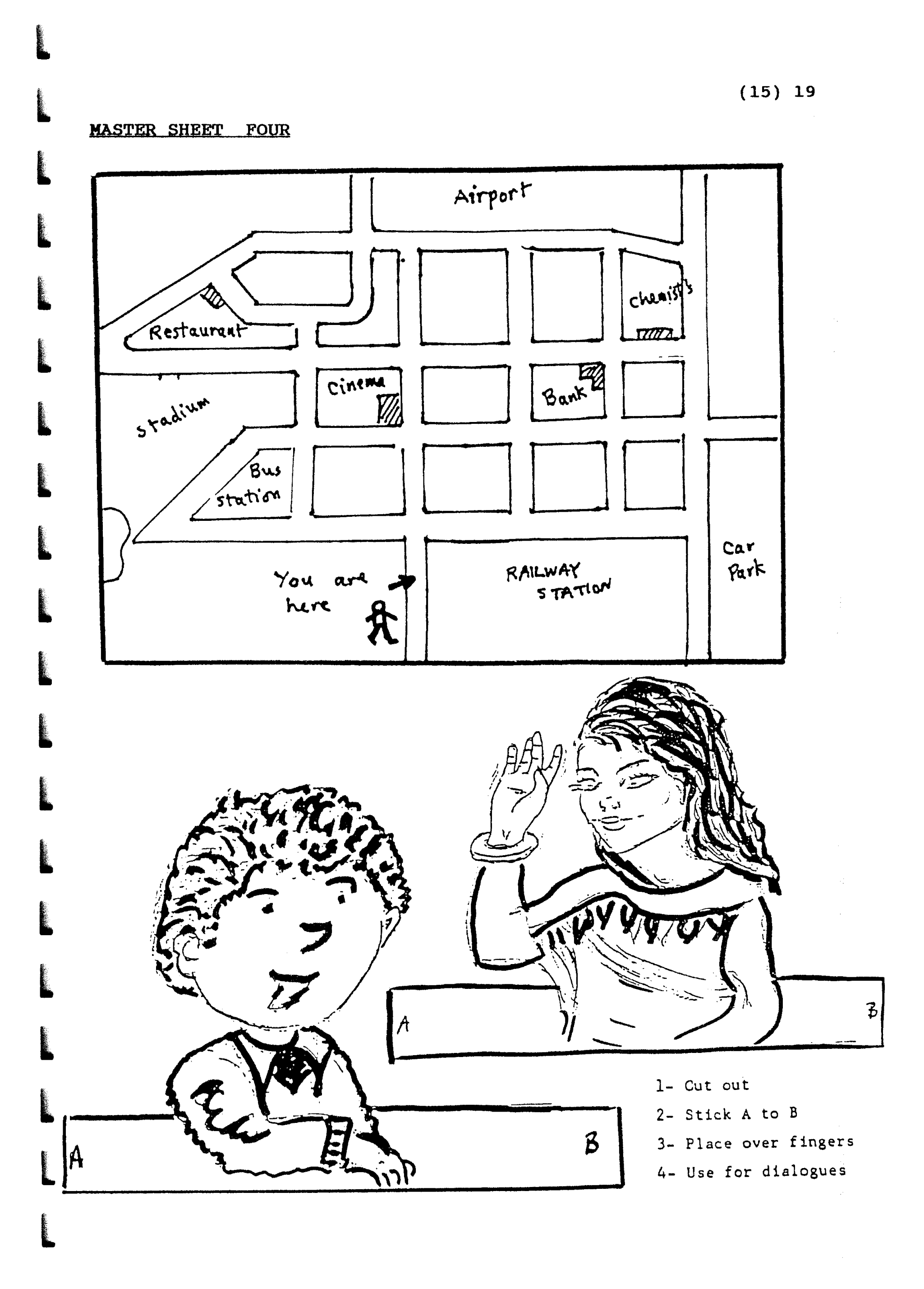
**MASTER SHEET THREE**

To be copied on large sheets:

| ① When | is {he / she}<br>are {we / you / they} | going to | write ---?<br>cook ---?<br>read ---?<br>play ---?<br>visit ---? |
|---|---|---|---|



MASTER SHEET FOUR




1- Cut out

2- Stick A to B

3- Place over fingers

4- Use for dialogues

**MODULE 16: EXPLOITING A TEXT : READING**

**SESSION ONE**

Part One — 60 minutes
Introduction
Silent reading
Activities before reading
Dealing with new vocabulary
Summary

Part Two — 60 minutes
Preparing for silent reading
Teaching practice

**SESSION TWO**

Part One — 60 minutes
Follow-up activities
Demonstration

Part Two — 60 minutes
Writing questions on a text

**CONTENTS**

1 Worksheets
There are two Worksheets. Enough copies should be made to give to every teacher on the course. Worksheet Two should be cut up so that the four texts can be given out separately.

2 Demonstration Texts
There are two Demonstration Texts, one in each Session. Copies should be given to every teacher, but they can be collected at the end of the session and used again.

3 Handouts
There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

Note:
For Session One Part Two, teachers will need copies of either Book II (SB) or Book III (SB) of Welcome to English.

For Session Two Part Two, teachers will be divided into groups of four or five. Each group will need one thick black or blue felt-tip pen and one large piece of white card or white paper, which will be put up on display at the front of the room.

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To introduce teachers to silent reading, and to show the value of the technique.

2. To show teachers how to organise silent reading by giving guiding questions.

3. To show teachers a range of activities that can be used to exploit the text after it has been read.

For many teachers, "reading" means reading aloud. This module sets out to show the limitations of reading aloud as a class activity, and the advantages of allowing pupils to read a text silently and to pay attention to its meaning.

How successful silent reading is in class often depends on what the teacher does before it; so the first session of this module focusses on techniques for setting the scene and giving guiding questions.

The second session is concerned with "follow-up" activities which can be used after the pupils have read the text.

This module assumes that teachers are already familiar with basic techniques for introducing new vocabulary (in Module 1: Presenting Vocabulary), and with basic question types (in Module 4: Asking Questions).

This module is mainly concerned with the use of various types of comprehension questions when exploiting reading texts in class. It does not deal with "non-verbal" reading tasks, such as Read and Match and Read and Draw, both fairly common in Welcome to English. Information about such tasks can be found in the Level Three module Reading Activities (36), and their application to listening only is dealt with in the Level Two module in this volume: Developing Listening Skills (13).

60 minutes

## SESSION ONE . PART ONE

### INTRODUCTION

Remind teachers of the four language skills: listening, reading, speaking and writing. Tell them that in this module you will look at the skill of reading, and in particular, how to use a text to give the pupils practice in this important skill.

Explain that it is especially important to develop our pupils' interest in reading, and their ability to do it well, because it is mainly through reading that they will, at a later stage, be able to improve their English on their own outside the classroom.

Point out that for many teachers, "reading" means reading aloud: the teacher gives a model reading, and then the pupils read a sentence each round the class. Ask the teachers: Is this a useful technique?

Try to elicit these points:

.1 Reading aloud is useful at the earliest stages of reading (recognising letters and single words).

.2 For reading a text, it is not a very useful technique, because:

- only one pupil is active at a time; the others are either not listening at all, or are listening to a bad model;
- pupils' attention is focussed on pronunciation, not on meaning;
- it is an unnatural activity - most people do not read aloud in everyday life;
- because pupils read slowly, it takes up a lot of class time.

.3 Reading aloud is very difficult - many people find it hard to read aloud in their own language. So if a teacher wants his pupils to read aloud, it should be the final activity at the end of a reading lesson - never at the beginning.

**SILENT READING**

1. Point out that another way of dealing with a text is by silent reading: all the pupils read silently; the teacher may give a model reading afterwards, but this need not always be necessary.

Demonstrate silent reading, using the teachers as pupils. Follow these steps:

.1 "Set the scene" by telling the teachers:

You are going to read about a doctor who lived in a small village. He wasn't very happy.

Ask the teachers. Would you like to be a doctor in a small village? Why/why not?
Let individual teachers give their ideas before moving on to the next step.

.2 Quickly write these guiding questions on the board:

Was the doctor rich?
What was the young man's problem?
Did the doctor help him?

.3 Give every teacher a copy of Demonstration Text One. Give them two or three minutes to read the text silently and think about the guiding questions.

.4 Check answers to the guiding questions. Through their answer to Question 2, check understanding of the new word "pain".

DEMONSTRATION TEXT ONE A Village Doctor

A doctor who worked in a village was very annoyed because many people used to stop him in the street to ask his advice. In this way, he was never paid for his services, and he never managed to earn much money. He made up his mind to put an end to this. One day, he was stopped by a young man who said to him, "Oh, doctor, I'm so glad to see you. I've got a severe pain in my left side." The doctor pretended to be interested and said, "Shut your eyes and stick your tongue out of your mouth." Then he went away, leaving the man standing in the street with his tongue hanging out....and a large crowd of people laughing at him.

2. Now discuss silent reading with the teachers. Get them to give their own ideas and make these points yourself:

.1 Silent reading is the skill we want our pupils to develop. When they need to read English in the future (e.g. for reading books, reading instructions), they will need to do so silently, not aloud.

.2 During silent reading, all the pupils are thinking, and their attention is focussed on the meaning of the text.

.3 In silent reading, all the pupils are able to read at their own speed, and so they gradually learn to read faster.

Emphasise that silent reading must always come first, that is before the teacher gives a model reading of the text. Pupils will not read the text if they already know exactly what is in it!

**ACTIVITIES BEFORE READING**

Ask the teachers what you did before you asked them to read the text.

Answer: i) "Set the scene" - that is, give a brief introduction to the text and ask a few general questions about the topic to arouse the pupils' interest.

ii) Write two or three guiding questions on the board.

Talk about each of these activities in more detail.

1. Setting the scene

Ask the teachers: What is the purpose of "setting the scene" for a text?

Answer: i) To help the pupils in their reading by giving them some idea of what to expect (e.g. that the text will be about a doctor).

ii) To increase their interest and so make them want to read (e.g. they know the doctor is unhappy, but they don't know why).

Emphasise that teachers should not say too much when setting the scene, or they will "give away" the story. This will kill the interest of the pupils instead of increasing it.

If you like, give an example of bad scene-setting which gives too much information: e.g. "You will read about a doctor who wasn't happy because nobody paid him. One day a man asked his advice because he had a pain but he didn't help him."

Now remind the teachers of the questions you asked them while you were setting the scene (Would you like to be a doctor in a small village? Why/Why not?). Ask them what the purpose of asking these questions was. Try to elicit a range of answers - e.g. to involve the class, to help them relate personally to the topic of the text, to "warm them up".
Explain that the reading texts in "Welcome to English" are usually accompanied by pictures illustrating parts of the story. The teacher should make use of these pictures to help set the scene - e.g. by asking a few general questions to the pupils about them.

2. Guiding questions

Ask the teachers these questions:

.1 What is the purpose of guiding questions?

i) To give pupils a reason to read, by giving them something to look for as they read the text.

ii) To lead (or "guide") the pupils towards the main points of the text, so that after the first reading they should have a general idea of what it is about.

.2 What are the characteristics of good guiding questions?

i) They should either be concerned with the general meaning or with the most important points; they should not focus on unimportant details.

ii) They should be fairly easy to answer.

iii) They should not be too long, or the teacher will waste time writing them on the board.

If you like, give a few examples of good and bad guiding questions on the Demonstration Text:

e.g. **GOOD:** Was the doctor rich?
What was the young man's problem?

**BAD:** Was the doctor unhappy? (We already know the answer.)
What did the doctor advise the man? (Needs a long and precise answer.)
Where was the man's pain? (A detail.)

**DEALING WITH NEW VOCABULARY**

Ask the teachers: Do we need to present the new words in a text

before the pupils read it?
Answer: No. Pupils can guess the meaning of some words from the context.

An important part of reading is being able to guess what words mean, and we should encourage pupils to do this. Only the words which will make it really difficult to understand the text need to be presented beforehand; other words can be dealt with after reading the text.

Show what you mean by writing this example on the board:

| The boys were bleebing all over the playground |
|---|

Ask the teachers to guess what "bleebing" means. It is, of course, an invented word, but it is possible to guess that:

i) it is a verb (from the form);
ii) it is an action of some kind (because of "all over");
iii) it must mean "playing" or "running" (because of "boys" and "playground").

Ask teachers to look at the Demonstration Text again, and tell you what words they guess from the context (e.g. annoyed, severe, stick).

**SUMMARY**

1. Summarise the main steps for introducing a reading text, writing the following table on the board:

| INTRODUCING A READING TEXT: THE BASIC STEPS |
|---|
| 1. Set the Scene |
| 2. Give 2 or 3 Guiding Questions |
| 3. Silent Reading by PP |
| 4. Check answers to Guiding Questions |

2. Ask the teachers what you did while they were reading the text.
Answer: You went round quickly from desk to desk making sure that they were all reading the text and trying to find the answers to the guiding questions.

Point out that at this stage, the teacher should not stop to answer individual pupils' questions concerning vocabulary. These should be saved until afterwards.

**END OF PART ONE**

## SESSION ONE PART TWO

60 minutes

### ACTIVITY ONE: PREPARING FOR SILENT READING

1. Divide the teachers into groups of four or five. Give every teacher a copy of Worksheet One. Ask them to look at the text and follow the instructions.

They should work together as a group. One person in the group should write down:

i) what they would say to set the scene and the questions they would ask the pupils;

ii) their three guiding questions.

Go from group to group, giving help where necessary.

2. Ask each group to tell you what they decided.

Make sure that:

i) Their scene-setting does not give away too much information and includes questions which will encourage the pupils to talk.

ii) Their guiding questions:
- cover the main points of the text;
- do not require very long or detailed answers;
- have not already been answered by the scene-setting.

### ACTIVITY TWO: TEACHING PRACTICE

1. Teachers stay in their groups. Ask each group to choose a text from either Welcome to English II or III which they could use for silent reading.

Ask them to:

i) Decide how to set the scene for the text.

ii) Prepare two or three guiding questions.

Go from group to group, giving help where necessary. As they finish, sit with each group and ask them to tell you what they would do at each step.

2. Ask each group to demonstrate. The teachers from each group should demonstrate in turn, taking one step each:

1st teacher: Sets the scene
2nd teacher: Writes guiding questions on the board, and organises the silent reading
3rd teacher: Checks answers to the guiding questions

Points to watch for:

<u>Setting the scene</u>

i) Teacher should arouse the interest of the pupils.

ii) Teacher shouldn't give too much information.

iii) He/She should not do all the talking him/herself.

<u>Guiding questions</u>

Teacher writes quickly and clearly, and reads out the questions as he writes them.

<u>Organising the reading</u>

Teacher indicates clearly when to start reading, and when to stop.

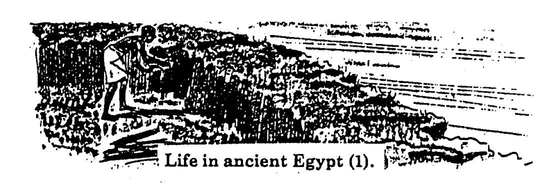
<u>Checking guiding questions</u>

Teacher asks one pupil each question, and then checks with the others ("Is he right?").

**END OF SESSION ONE**

**WORKSHEET ONE: PREPARING FOR SILENT READING**

**Session One Part Two**



Life in ancient Egypt (1).

The ancient Egyptians were very clever people. While people in Europe were still living in caves, they had built the pyramids. They also invented paper and a way of writing with pictures.

They invented ways of measuring the land and the depth of the River
5 Nile. The Nile used to come up and over the land once a year and this helped the plants to grow.

They could also measure time. Their year had 365 days and 3 seasons: when the river was coming up, when it had come over the land and when it was going down.

10 Their way of farming was used for thousands of years. Farmers used to plant the crops when the river was low. The crops were picked before the water had come over the land. The high water was controlled with canals and dams, so that it brought rich soil to the edge of the desert.

Nowadays, many of these inventions are still used. However, the water
15 no longer comes over the land because of the High Dam. This means the crops can be grown all year. However, the soil is less rich so other materials have to be added.

1. How would you set the scene for this text? Write down the sort of questions you would ask the pupils, and what information you would give them.

2. Look at these possible guiding questions. Choose the three questions which you think would be best:

i) Who built the Pyramids?
ii) Where were people in Europe living at the time of the Ancient Egyptians?
iii) Find three things in the text which the Ancient Egyptians invented.
iv) How many days and how many seasons did the Ancient Egyptian year have?
v) What were the three seasons of the Ancient Egyptian year
vi) Who used to plant the crops?
vii) Was the land used for growing crops all the year round?

SESSION TWO PART ONE

60 minutes

**FOLLOW-UP ACTIVITIES**

Tell the teachers that so far you have only discussed the first stages of exploiting a reading text, that is Setting the Scene, and the Silent Reading with guiding questions. In this Session, you will focus on exercises which should be done after the pupils have read the text through once and answered the guiding questions.

1. Further Questions on the Text

The teacher can now ask further questions on the text which require a more detailed understanding of it. She can ask the questions orally or write them on the board. The pupils look at the text again and try to find the answers. The teacher then asks them to give the answers orally.

Tell the teachers to look at Demonstration Text One again ("The Village Doctor"), and write the following questions on the board:

A. True/False
- The doctor earned a lot of money.
- The doctor was glad to see the young man.

B. Questions requiring short answers
- Where did the young man stop him?
- Was the doctor interested in his problem?

C. Questions requiring longer answers
- Why was the doctor never paid for his services?
- Describe the people in the street.

Elicit the answers from the teachers and then discuss the 3 different types of question you asked. Make the following points about each type:

A. True/False

.1 These are statements which are either supported (True) or not supported (False) by the text.

.2 The pupils should be ready to justify their answers by referring to the text. Therefore the teacher should ask follow-up questions like "How do you know this is false?" or "Why is it false?", etc.

B. Questions requiring short answers

.1 These are comprehension questions about the text. They can be of any form, that is "Wh-?", "Or", "Yes/No". Try to elicit these from the teachers.

.2 The pupils should not be expected to give you full sentences in their answers to "Wh-?" questions. Ask the teachers why not.

a) The aim of asking these questions is to check comprehension only, not the ability of the pupils to form correct sentences.

b) A full sentence is not the most natural response to a "Wh-?" question. The natural answer to "Where did the man stop him?" is "In the street", not "The man stopped him in the street".

.3 "Yes/No" Questions are similar to True/False statements: the answer is either "Yes" or "No" according to the text. Therefore, as for True/False, the teacher should ask follow-up questions like "How do you know?" to check that the pupil is not just guessing the answer.

.4 The questions you ask should check whether the pupils have properly understood the text. Therefore, try to avoid questions which can be answered by simply "lifting" a phrase or sentence from the text. As an example, read out or write on the board the following 2 questions on the Demonstration Text:

a) Was the doctor interested in the young man's problem?
b) Did the doctor pretend to be interested in the young man's problem?

Ask the teacher which question is better and why it is better.

Answer: Question (a) because it checks whether the pupils have understood the meaning of the sentence "The doctor pretended to be interested..." (line 8 of the text). Question (b), on the other hand, can be answered without understanding the sentence at all.

C. Questions requiring longer answers

.1 These are questions (often beginning with "Why" or "How") or instructions (beginning with words like "Describe" or "Explain") which require the pupils to produce more language themselves than the other types.

.2 Because of this they are usually more suitable for stronger rather than weaker pupils.

If you have time, ask the teachers to look at the passage again, and in pairs think of 6 more questions, two of each of the 3 types you have discussed. Allow about 5 minutes for them to think of their questions, and write the best suggestions on the board.

2. Find the word

Another useful exercise on a reading text is "Find the Word". The teacher asks the pupils to find words in the text which mean the same as a word they already know, or the opposite of it, or which have a similar theme:

e.g. Find a word in the text which means "a bit angry". (annoyed)
Find three words which are part of your face. (eyes, mouth, tongue)
Find a word which means "happy". (glad)
Find a word which means "very bad". (severe)
Find a phrase which means "he decided". (made up his mind)

Point out that this technique gives further practice in rapid reading, because pupils look quickly through the text to find the word. To make sure pupils really find the word and do not just remember it, the teacher can ask them to put a finger on it or underline it.

3. Questions beyond the text

After asking questions which can be answered from the text, the teacher can ask a few questions which go beyond the text, and require pupils to imagine or to give an opinion. This can be done in a very simple way, and gives a chance to introduce real, natural language into the lesson.

e.g. Was he a good doctor? What do you think?
How did the young man feel? Can you imagine?

Tell the teachers that you are going to demonstrate how all these different techniques fit together. Before you do, though, give every teacher a copy of the Handout. Allow a few minutes for them to read through it and ask any questions they may have.

Draw their attention to the place of the model reading, which can be done at the end of the reading lesson to "to round it off". It is not an essential part of a silent reading lesson, but is sometimes useful with shorter texts (or parts of longer ones) for dealing with any remaining difficulties.

**DEMONSTRATION**

Refer to Demonstration Text 2. Demonstrate fairly quickly without stopping for discussion.

1. Setting the Scene

T: This is a story about a young woman whose car breaks down. What happens if a car "breaks down"?
PP: It stops. It can't start again.
T: Right. So this is a story about a "breakdown". (Write "A breakdown" on the BB). Has anyone here ever been involved in a breakdown?
PP: (Give answers).
T: What happened? What did you do?
PP: (Give answers)
T: Right, now we're going to read this passage to find out what this woman did.

2. Guiding Questions

What did she do in the cafe?
What did the mechanic do?
Was it expensive?

Distribute copies of the text, and give the teachers about 6 minutes to read the text and answer the guiding questions.

3. Silent Reading

As they read, write the True/False statements (see below) on the board in preparation for step 5.

4. Check Guiding Questions

Choose one teacher to answer each question. Check with the class ("Is that right?").

5. True/False

Ask the class to look at the statements on the board and decide whether they are true or false, referring to the text. When they have decided, read out the statements on the board and elicit the answers:

She was going to work (false)
Her car stopped (true)
She couldn't start it again (true)
She phoned a cafe (false)
She phoned from a cafe (true)
The mechanic fixed it easily (true)
He charged twelve pounds (false)
He charged twelve pounds and ten piastres (true)

6. Questions (short answers)

What was the ten piastres for? (Pushing the wire)
What was the 12 pounds for? (Knowing what do do)

7. Find the word

Find words in the first paragraph which mean the following:
to stop (for an engine)
not sunny, grey (for the weather)

In the second paragraph:
the part of a car which covers the engine
the "switch" that you turn on when you start the engine

Write the answers in a list on the board:

| stall, | dull, | bonnet, | ignition |
|---|---|---|---|

8. Questions beyond the text

Try to get answers from more than one teacher:

1. Do you think the mechanic wanted too much money? Why?
2. Imagine this happened to you? What would you say to the mechanic?

**DEMONSTRATION TEXT TWO**

A Breakdown

A young woman was driving home from work one evening. It was a dull, windy day. Suddenly her car engine stalled. She was unable to start it again. Eventually she went into a cafe and phoned a nearby garage, asking for a mechanic to be sent out.

When the mechanic arrived, he lifted the bonnet, looked at the engine for a few moments and then pushed a wire back into place. When he turned the key in the ignition, the engine started again instantly.

"How much do I owe you?" the woman asked. "That will be twelve pounds and ten piastres," said the mechanic. "Isn't that a lot of money for pushing a wire back?" she protested. "Well, madam," he replied, "for pushing the wire back I charge only ten piastres. For knowing which wire to push back I charge twelve pounds!"

**END OF PART ONE**

60 minutes

## SESSION TWO PART TWO

### ACTIVITY ONE: WRITING QUESTIONS ON A TEXT

1. Divide teachers into four groups, and sub-divide each group into smaller groups of four or five. Give each of the four main groups one of the texts from Worksheet Two, all of which have been taken from Welcome to English III.

The teachers should imagine that they have already presented the reading text to the class: the pupils have read it once silently and answered the guiding questions or completed some other task set by the textbook. The teacher now wishes to ask some follow-up questions on the text.

In their groups, teachers should prepare:

i) three or four True/False questions;
ii) three or four Short answer questions;
iii) two or three questions requiring a longer answer;
iv) two or three Find the Word questions;
v) one or two questions beyond the text.

They should write their questions with a thick felt-tip pen on a large sheet of white card or paper, which can later be displayed for all to see.

2. Go from group to group, giving help where necessary.

3. When they have finished, distribute copies of all the texts to the teachers. Ask one teacher from each group to come to the front, and present his questions to the whole group, pinning them up at the front of the room. The other teachers try to answer them first and then discuss them, on the basis of:

a) their form: Was each question correctly formed?
Was the language used in the questions suitable for the level of the pupils?

b) their value as comprehension checks:
Did the questions check whether the pupils had really understood the passage, or a particular part of it? Or could they be answered without necessarily understanding the text?

Were the questions too easy/ too difficult?
Was there a suitable mixture of easy and more challenging questions?

**END OF MODULE**

**DEMONSTRATION TEXTS**

These texts are to be cut out for use in Session One, Part One, and in Session One, Part Two (pages 2 and 13).

They should not be distributed until after:
i) Scene setting.
ii) Giving the guiding questions.

**DEMONSTRATION TEXT ONE**

A Village Doctor

A doctor who worked in a village was very annoyed because many people used to stop him in the street to ask his advice. In this way, he was never paid for his services, and he never managed to earn much money. He made up his mind to put an end to this. One day, he was stopped by a young man who said to him, "Oh, doctor, I'm so glad to see you. I've got a severe pain in my left side." The doctor pretended to be interested and said, "Shut your eyes and stick your tongue out of your mouth". Then he went away, leaving the man standing in the street with his tongue hanging out....and a large crowd of people laughing at him.

**DEMONSTRATION TEXT TWO**

A Breakdown

A young woman was driving home from work one evening. It was a dull, windy day. Suddenly her car engine stalled. She was unable to start it again. Eventually she went into a cafe and phoned a nearby garage, asking for a mechanic to be sent out.

When the mechanic arrived, he lifted the bonnet, looked at the engine for a few moments and then pushed a wire back into place. When he turned the key in the ignition, the engine started again instantly.

"How much do I owe you?" the woman asked. "That will be twelve pounds and ten piastres," said the mechanic. "Isn't that a lot of money for pushing a wire back?" she protested. "Well, madam," he replied, "for pushing the wire back I charge only ten piastres. For knowing which wire to push back I charge twelve pounds!"

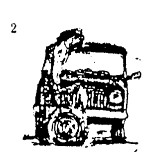
**MODULE 16: WORKSHEET TWO** Session Two Part Two

1



After talking to the soldiers, Bill crossed the river by ferry. He wanted to visit the temples, but he was not sure which way to go. He could either go all the way by car or go partly by car and partly on foot.

2



In the end he decided to drive north-west and visit the caves on the way.

He climbed up to the caves. Then he drove on. But he had just crossed the old road when he had a flat tyre. He got out the spare wheel, but that had a flat tyre too. Bill wondered what to do. He needed help.

But the temples were not far away, so he decided to leave the car and walk. He looked at the temples and then started to walk along the footpath to the village.

3



He passed the lake and walked on. But after a long time, he still could not see the fields near the village. Instead he found himself in the desert. He tried to go back but he could not find the way. He was lost and he had no water! And Polly had flown away.

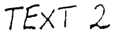
4

He felt very unhappy. Then he saw Polly coming back with two men. They were nomads who lived in tents not far away.

The nomads gave Bill and Polly food and tea. Then they got a lorry to the railway and went back to the hotel by train.

"We had an exciting time and met some very kind people," said Bill. "But the car's still out there in the desert!"

TEXT 1




The part of England where we live is called Yorkshire. It is in the north-east. There are several towns near us with a lot of factories in them. There are also a lot of hills, which are green because it rains a lot. Our school is very big. It has got nearly two thousand boys and girls. My favourite subjects are science and history. I want to be a doctor when I grow up.

My brother Tom is very nice but he is rather lazy. He has asked me to send a message for your brother Hassan. He wants Hassan to write. Could Hassan please write and tell Tom something about himself? For example, how old is he? Is his house in a town or a village? What is the country like? Where does he go to school? How big is the school? What's his favourite subject? What does he like doing after school? What does he want to do when he grows up? Has he got any animals?

Of course, we will learn all about you when we meet. Thanks for the invitation to stay with you. We would like that very much.

With best wishes,

Jill Baggins

Plants cannot grow without water. But often there is not enough rain for them so water is brought to them from other
5 places. The land is irrigated by using wells, canals and machines for moving water.

When it rains, the water runs to the lowest place. Often it goes
10 several metres below the ground. Farmers dig wells to find it.

Water is also brought from rivers and lakes along canals. To irrigate the land, smaller canals
15 are then dug between them. The water is controlled by building dams across the canals. These are opened when the farmers need water.

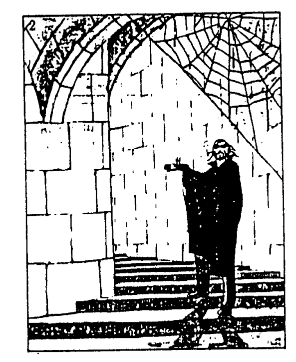
20 Water is moved to higher ground in several ways. It can be pulled up from wells in buckets on the end of ropes. Or it is lifted with a "shadoof". This is a machine
25 with a long arm. Water is also lifted with water wheels, which are turned by animals. And nowadays pumps are often used to move a lot of water.

TEXT 3

The bus climbed higher and higher into the mountains. Our friends could not stop it. They could see very little and they were very frightened. Suddenly, the bus stopped. Then the moon came out from behind the clouds and they could see a tall dark castle. And coming down towards them was . . .

"It's that strange man again," said Bill. "The one who was following us."
It was Higajig, who turned silently and pointed up the stairs.
"I think he wants us to follow him now," said Sabry.





They went slowly up the stairs. At the top, the huge doors opened, although nobody was pulling or pushing them. Inside the castle, they could just see a tall man in a long dark coat.

"Good evening, Mr Sabry and friends!" said the man. "It's so kind of you to come. I am Lord Dragman, master puppet master. I am very pleased to welcome the actors of the famous Egyptian puppet theatre. But you must be hungry. Come into my castle and have some food."

Although our friends did not like Lord Dragman, they felt they had to follow him – into the dark castle.

TEXT 4

**MODULE 16 HANDOUT: EXPLOITING A TEXT: READING**

Steps:

1. Set the scene.
2. Give two or three guiding questions.
3. Let pupils read the text silently.
4. Check answers to guiding questions.
5. Follow-up questions on text:

   e.g. True or False
   Questions requiring short answers
   Questions requiring long answers
   Find the Word
   Questions beyond the text

6. If necessary, give model reading, and explain any remaining difficulties.

Remember:

- Always do silent reading first - before you give a model reading.
- Do not present all the new words at the beginning. Encourage pupils to guess the meaning of unknown words from the context of the passage.
- When setting the scene, do not give too much information about the text. The aim is to increase pupils' interest, and give them a reason to read the text.
- Guiding questions should help the pupils focus on the main points of the text.
- Follow-up activities: ask questions which check whether the pupils have really understood the text, especially the parts containing new words or more difficult structural points.

## MODULE 17: THE PAST TENSES

### SESSION ONE

<u>Part One</u> — 45 minutes
Introduction
Using the Past Simple tense
Past Simple tense forms
Past Simple questions

<u>Part Two</u> — 75 minutes
Giving examples
Practising Yes/No questions
Practising WH- questions
Reserve activity: How long ago?

### SESSION TWO

<u>Part One</u> — 30 minutes
The Past Continuous tense

<u>Part Two</u> — 90 minutes
Events and circumstances
Questions on a text
Reviewing earlier lessons

### CONTENTS

1 <u>Worksheets</u>
There are <u>two</u> Worksheets. Enough copies should be made to give to every teacher on the course.

2 <u>Handouts</u>
There are <u>two</u> Handouts. Copies should be given to every teacher to take away at the end of the training session.

**Note:** For Session Two Part Two, teachers will need to have copies of Welcome to English Book III SB.

**GENERAL NOTES TO THE TRAINER**

This module focusses on a language area.

The aims of this module are:

1. To increase teachers' familiarity with the Past Simple and Continuous Tenses in English.

2. To give teachers a variety of techniques for teaching these tenses effectively.

3. To improve teachers' own fluency in using the Past tenses.

The first part of each Session is mainly concerned with language, and is designed to remind teachers of how the Past tenses are formed, how they are used, and what other language is associated with them.

The second part of each Session is mainly concerned with how to teach the Past tenses, but incidentally gives the teachers further language practice. Many of the teaching techniques included in this module are dealt with in more detail in other modules, especially:

4: Asking questions (basic question types and techniques)

5: Presenting Structures (giving examples of a structure)

7: Practising Structures (substitution and transformation drills)

16: Exploiting a Text : Reading

26: Reviewing Techniques (review questions)

This module does not deal with the Present Perfect Simple or Continuous. These are dealt with in a separate module: The Present Perfect Tenses (32).

SESSION ONE PART ONE

45 minutes

**INTRODUCTION**

Explain to the teachers that in this module they will:

i) see how the past tenses are formed and how they are used;

ii) think about how to teach and practise past tenses in class;

iii) practise using past tenses themselves.

**USING THE PAST SIMPLE TENSE**

1. Tell teachers that you will begin by thinking about what the Past Simple tense is used for. Write on the board:

| PAST SIMPLE TENSE |
|---|

Read this passage aloud, emphasising the verbs:

> I went to Port Said last weekend. I had a wonderful time there. I walked beside the Canal, and I crossed over to the other side, and I did a lot of shopping. In the evening I had an excellent meal in a fish restaurant.

Get the teachers to tell you what verbs you used in the passage.

Point out that you were talking about one specific occasion in the past (last weekend). The past simple tense is used for talking about a definite time in the past - so it is the basic tense for telling stories, anecdotes, etc.

2. Tell teachers that the past simple tense is often used with past time phrases which tell us when something happened.

Write these examples on the board:

> I went to Port Said last weekend.
>
> In the evening I had an excellent meal.

Ask teachers to suggest other time phrases that could replace "last weekend" or "in the evening" (e.g. on Friday, last summer, in May, yesterday, a few weeks ago). Build up a list on the board.

**PAST SIMPLE TENSE FORMS**

1. Talk about the endings of regular past tense forms. Write these verbs on the board:

| wash | visit |
|---|---|

Ask teachers to tell you the past tense forms, and add them on the board. Establish that the regular way to form the past simple tense is simply to add -ed to the basic verb.

Now write these verbs on the board:

| live | invite |
|---|---|

Ask teachers to tell you the past tense forms, and add them on the board. Ask how they are different from the first two verbs.

Answer: They already end in -e, so they just add -d. Ask teachers to give other examples (e.g. hope, like, hate, love, smile).

Now write these verbs on the board:

| hurry | study |
|---|---|

Ask teachers to tell you the past tense forms, and add them on the board. Again ask how they are different from the first two verbs.

Answer: They end in -y, so the -y changes to -ied. Ask teachers to give other examples (e.g. bury, worry, cry, apply - but not verbs ending in -ay, -oy).

2. Now talk about the pronunciation of past tense forms. Show Transparency One on the overhead projector:

Write the following list on the board or show it on the OHP:

| | |
|---|---|
| i) | played, enjoyed, cleaned, seemed, described. |
| ii) | washed, laughed, looked, missed, helped. |
| iii) | invited, wanted, visited, decided, landed. |

Ask teachers to read each verb aloud. Then ask: What is the difference in pronunciation between the verbs in each line?

Answer: All the verbs in Line (i) end in the sound / d /
/pleɪd/ /si:md/
All the verbs in Line (ii) end in the sound / t /
/wɒʃt/ /la:ft/
All the verbs in Line (iii) end in the sound /ɪd/
/ɪnvaɪtɪd/ /dɪsaɪdɪd/

Without going into too much detail, explain why the endings are pronounced in different ways:

> How we pronounce the ending depends on the sound immediately before it. In (i), all the basic verbs end in vowels or "voiced" consonants / n // m // b /. In (ii), the verbs end in "voiceless" consonants /ʃ/ /f/ /k/ /s/ - so the -ed is pronounced as a voiceless sound.
>
> The ending -ed only has its full sound after /t/ and /d/ as in (iii).

3. Point out that you have been looking at <u>regular</u> past tense forms. Many common verbs have <u>irregular</u> past tense forms: they do not add -ed but change in various other ways.

Give a few examples (e.g. leave, left; take, took; have, had), and if you like ask teachers to give others that they know.

Tell teachers that there are no general rules for irregular past tense forms - each verb must be learnt individually. At the <u>end</u> of the Session, you will give them a list of common irregular verbs which they can keep for reference.

**PAST SIMPLE QUESTIONS**

Write these sentences on the board or show them on the OHP.

| | |
|---|---|
| A. | Did you go to the cinema yesterday?<br>Did Omar telephone last night? |
| B. | Where did you go last night?<br>Who did you meet in Alexandria? |

Ask teachers what answers they could give to each question.

Establish that:

.1 The first two questions are Yes/No questions.
They can be answered "Yes, I did", "Yes, he did" or "No, I didn't", "No, he didn't".

.2 The last two questions are WH- questions.
They can be answered with a short answer, e.g. "To the club", or with a full sentence, e.g. "I went to the club".

Ask teachers to tell you the basic <u>structure</u> of the two types of question, and write them on the board:

<u>Yes/No Questions</u>:
DID + Subject + infinitive

<u>WH- Questions</u>:
WH- word + DID + Subject + infinitive

**END OF PART ONE**

75 minutes

## SESSION ONE PART TWO

### ACTIVITY ONE: GIVING EXAMPLES

1. Ask teachers to imagine that they are introducing the past simple tense form "got up". Ask them how they could introduce it.

From their answers, establish that:

.1 They should give an example, to show how the verb is used.

.2 They could show the meaning clearly by relating the past simple to the present simple, which the pupils know already.

Demonstrate how to contrast the past and present simple, giving these examples, and emphasising the important words:

> I usually get up at 7 o'clock. But this morning I was very tired, so I got up later - I got up at 8 o'clock.
>
> My sister always gets up very early. Yesterday she got up at half past five!

2. Divide the teachers into pairs or groups of three. Give every teacher a copy of Worksheet One.

For each verb in the list, they should think of an example which contrasts the past simple with the present simple.

3. When most pairs have finished, stop the activity. Ask individual teachers to come to the front in turn and demonstrate.

Points to watch for:

i) The teacher should give the example slowly and clearly, emphasising the important words (the two forms could be written on the board).

ii) The example should make it clear what the verb means.

**ACTIVITY TWO: PRACTISING YES/NO QUESTIONS**

1. Write this sentence on the board:

| I went to Luxor last week. |
|---|

Point out that, from this sentence, we could make the Yes/No question: "Did you go to Luxor last week?" But this isn't a very realistic question, as we already know the answer to it.

There are many more natural questions we could ask:
e.g. Did you have a nice time?
Did you go by train?

Ask teachers to suggest other Yes/No questions (e.g. Did you see the tombs? Did you stay in a hotel?) If necessary, prompt them by saying:
e.g. Ask me about the tombs.
Ask me about money.

2. Teachers sit in their pairs or groups again. Ask them to look at the sentences on the Worksheet. For each one, they should try to think of as many Yes/No questions as they can.

3. Go through the sentences together. The teachers ask you Yes/No questions, and you reply. If you like, let one of the teachers come to the front and answer the questions.

4. Discuss with the teachers how they could use an activity like this in their own classes. Point out that it could be used for the production stage of the lesson, after doing more controlled practice of Yes/No questions. It gives the pupils a chance to create their own questions.

**ACTIVITY THREE: PRACTISING WH- QUESTIONS**

1. Tell teachers that you can use prompts to give pupils practice in asking WH- questions.

Demonstrate how to do this, using the teachers as pupils:

T: I went somewhere last week. Ask me where.

P1: Where did you go?

T: I went to Assiut. Ask me how.

P2: How did you go there?

T: I went by train.

2. Divide the teachers into pairs or groups again, and ask them to look at the prompts on their Worksheet. Tell them they should prompt their partner to ask questions, by saying "Ask me who...", "Ask me where...", etc.

3. When most teachers have finished, stop the activity. Ask individual teachers to come to the front and give demonstrations, prompting the class to ask questions.

**RESERVE ACTIVITY: HOW LONG AGO?**

1. Write these examp es on the board:

| | |
|---|---|
| When<br>How long ago | did you meet her? |
| I met her | last Saturday<br>a few days ago |

Point out that:

.1 "Ago" and the question "How long ago?" are always used with the past simple tense.

.2 "Ago" is always used to talk about a length of time e.g. 5 years ago, an hour ago, 10 minutes ago.

2. Ask teachers real questions with "How long ago...?" Get answers from several teachers for each question, and encourage them to give full answers:

1. How long ago did you learn to swim?
2. How long ago did you start learning English?
3. How long ago did you start teaching English?
4. How long ago did you last make a telephone call?
5. How long ago did you last see the sea?

Add more questions to your own if you like. Try to get teachers to give true answers.

3. Now ask teachers to write down three real questions with "How long ago...?", which they could ask their pupils in class. If you like, they can do this in pairs.

4. When most teachers have finished, ask them to read out their questions.

**END OF SESSION ONE**

MODULE 17

**WORKSHEET ONE** Session One Part Two

1. Giving Examples

Give examples, using the Present Simple and Past Simple of these verbs:

| | | |
|---|---|---|
| eat | make | see |
| drink | buy | drive |
| leave | go | sleep |
| take | teach | swim |

2. Practising Yes/No Questions

Read out each sentence. For each one, ask and answer as many Yes/No questions as you can.

1. I went to Alexandria at the weekend.
2. My brother went to Saudi Arabia last year.
3. I visited my cousins on Friday.
4. My parents gave a party a few days ago.
5. I went shopping this morning.

3. Practising WH- Questions

Get your partner to ask you questions. Prompt them by saying "Ask me who...", "Ask me where...," etc. Begin with these sentences:

1. I saw someone. (Ask me who. Ask me where. Ask me when.)
2. I bought some eggs yesterday. (How many. Where.)
3. I spent a lot of money. (How much. When. Where. Why.)
4. I got very angry this morning. (Who with. Why.)
5. I saw a good film last night. (Which. Where. Who with.)

Now think of some sentences of your own. Get your partner to ask questions about them.

## SESSION TWO PART ONE

30 minutes

### THE PAST CONTINUOUS TENSE

1. Begin by reading these two passages aloud to the teachers. Check comprehension by asking the questions given below each one.

.1 I first met my friend Hany while I was living in Assiut, about 20 years ago. I was having coffee in a cafe by the river when he came up and asked me if he could look at my newspaper.

- When did I first meet Hany?
- Where was I living?
- What was I doing?
- What did he do?

.2 Poor Samira! She was walking down the street yesterday when a flower pot fell off a balcony and crashed onto the pavement. Fortunately, it just missed her.

- What happened to Samira?
- What was she doing at the time?
- Was she hurt? Why not?

Now ask the teachers: What tenses of the verb were used in the passages?

Write on the board:

| PAST SIMPLE |
|---|
| PAST CONTINUOUS |

Ask teachers to give examples of each from the passages they heard.

Make these points, using Arabic if necessary to make the concepts clear:

.1 In the passages, you talked about certain events in the past - things people did, things that happened. The Past Simple was used to talk about these events.

.2 You also talked about the circumstances in which these events happened - other things that were going on at the time. The Past Continuous tense was used to describe these things.

2. Ask teachers to tell you the basic structure of the Past Continuous tense, and write it on the board:

| | | |
|---|---|---|
| I<br>He/She | was | + Verb + -ING |
| We<br>You<br>They | were | |

Point out that it is formed like the Present Continuous, but uses the past tense of the verb "to be".

3. Tell teachers that we can often use the words when and while to join sentences with the Past Continuous.

Write these examples on the board:

> She was washing the clothes when the telephone rang.
>
> While she was washing the clothes, the telephone rang.

Ask teachers if they can see the difference between when and while. Make these points:

.1 We usually put when in front of a clause using the Past Simple; we usually put while in front of a clause using the Past Continuous.

.2 It doesn't matter in what order the clauses come. We could also say:

The telephone rang while she was washing the clothes.

When the telephone rang, she was washing the clothes.

If you like, give a few more examples of your own, or ask the teachers to suggest some.

**END OF PART ONE**

SESSION TWO PART TWO

90 minutes

**ACTIVITY ONE: EVENTS AND CIRCUMSTANCES**

1. Divide the teachers into pairs or groups of three, and give each teacher a copy of Worksheet Two.

Go through the lists of events and circumstances and explain any words the teachers do not know (e.g. split, blank, burst, cheque).

Read out the first event: "He fell off the ladder", and ask teachers to match it with the appropriate circumstance (Answer: "He was painting the ceiling").

Ask them to join the two sentences, first using when, and then using while. (Answer: He was painting the ceiling when he fell off the ladder; While he was painting the ceiling, he fell off the ladder).

2. Working in pairs, teachers match the other sentences, and join them using when and while.

When most teachers have finished, go through the answers together.

3. As a possible extension, ask teachers to ask and answer questions, using:

What happened while...?

**ACTIVITY TWO: QUESTIONS ON A TEXT**

1. Tell the teachers that, in class, one use for Past Simple and Continuous questions will be to check that pupils have understood a text.

Ask teachers to sit in larger groups, of four or five. Ask some groups to look at Text A on their Worksheet, and other groups to look at Text B.

Ask them to imagine that they are going to read their story in class and ask questions on it. They should prepare:

i) five Yes/No questions
ii) five WH- questions

The questions should use the Past Simple or Past Continuous.

2. Give time for each group to read their story and prepare their questions. They should work together, choosing one person to write the questions down. Go from group to group, giving help where necessary.

3. Ask one person from each group to come to the front, read their text, and ask questions on it. The groups who prepared the other story should act as pupils and answer the questions.

**ACTIVITY THREE: REVIEWING EARLIER LESSONS**

1. Tell the teachers that another occasion when they need to ask questions in the past is when they are reviewing an earlier lesson.

To demonstrate this, ask teachers to imagine that they taught the story "Haroun El Rashid and the beautiful pot" (Welcome to English III, Unit 8, 6a) a few days ago. Now they want to see if pupils can remember it.

Using the teachers as pupils, ask these review questions:

> Do you remember the story about Haroun El Rashid and the beautiful pot?
> Who did Haroun El Rashid offer to give the pot to?
> What was the first man's story?
> What was the second man doing?
> What happened to him?
> Who finally won the pot?
> Why did he win it?

Point out that:

.1 This is a very natural use of the past simple and continuous tenses, because pupils are trying to remember what happened a few days earlier.

.2 Questions like these are useful because they give practice in past tense forms and at the same time review the vocabulary of the earlier lesson.

2. Divide the teachers into their groups again. Choose lessons from Welcome to English - enough to give each group a different lesson to look at. They should of course be lessons which allow review questions like those you demonstrated: stories from Welcome to English Book II will be most suitable.

Working together, each group should prepare a series of review questions using the past simple or continuous which they could ask their pupils a few days after teaching the lesson.

3. Ask one person from each group to come to the front in turn and ask their questions. The other teachers should act as pupils.

Before they leave, give each teacher a copy of Handouts One and Two to take away with them.

**END OF MODULE**

**WORKSHEET TWO** **Session Two Part Two**

1. Events and Circumstances

Match the events and circumstances in the two lists below.
Join each pair, using: (i) when (ii) while

| EVENTS | CIRCUMSTANCES |
|---|---|
| He fell off the ladder | He was writing a cheque |
| His trousers split | He was tidying his room |
| He burnt his hand | He was climbing over a fence |
| The TV screen went blank | He was having breakfast |
| The tyre burst | He was painting the ceiling |
| He found his passport | He was taking the bread out of the oven |
| His pen ran dry | He was watching the news |
| He bit his tongue | He was turning a corner |

2. Questions on a text

Story A

One day Goha bought a donkey from the market. But while he was taking it home, two thieves followed him. One of them took the rope from the donkey's neck and tied it round his friend's neck. Then he went away with the donkey.

When Goha arrived home he turned and saw the young man. He was very surprised. "Where is my donkey?" he said angrily. "I am very sorry", said the thief, "But once I said some very bad things to my mother, and she changed me into a donkey. But because a good man bought me, I am now a man again. Thank you." Goha untied the man and said, "Go away, and never say bad things to your mother again".

The next day, Goha was shopping in the market when he saw the same donkey again. The other thief was selling it. Goha went up to it and said into its ear, "Young man, some people never learn."

Story B

One day Goha went to a big dinner party. He was wearing old clothes, and when he came in nobody looked at him and nobody gave him a seat at a table. So Goha went home, put on his best clothes, and then went back to the party. The host at once got up and came to meet him. He took him to the best table, gave him a good seat, and offered him the best dishes.

Goha put his coat in the food and said, "Eat, coat!" The other guests were very surprised and said, "What are you doing?"

Goha answered, "I was inviting my coat to eat. When I was wearing my old clothes, nobody looked at me or offered me food or drink. When I came back in these clothes, you gave me the best food and drink. So you gave these things for my clothes, not for myself!"

(These stories are adapted from L.A. Hill: Elementary Stories for Reproduction (O.U.P.))

**HANDOUT ONE** **PAST TENSES**

A. **PAST SIMPLE TENSE**
We use this tense to talk about events that happened at a definite time in the past. It is the basic tense used for telling stories.

Structure

| | | |
|---|---|---|
| I/You/We<br>He/She/They | played football | yesterday<br>last Saturday |

Questions:
Did he play_ football yesterday?
When did he play_ football?

Negative:
He didn't play_ football yesterday.

Regular Past Simple forms

help, play, sneeze: + -ED --- helped, played, sneezed
live, like, invite: + -D --- lived, liked, invited
cry, try, marry: -Y -- -IED -- cried, tried, married

Pronunciation

lived, played, sneezed: The -ed is pronounced "-d"
crossed, watched, cooked: The -ed is pronounced "-t"
started, waited, needed: The -ed is pronounced "-id"

Irregular past tense forms are given in Handout Two.

B. **PAST CONTINUOUS TENSE**

We use this tense to talk about what was going on at the time something happened: the circumstances.

Structure

| | | |
|---|---|---|
| I<br>He/She | was | playing football |
| We<br>You<br>They | were | |

Questions:
Was he playing football? What was he doing?
Were they playing football? What were they doing?
Negative:

He wasn't playing football. They weren't playing football.

When and While
They were playing football when it started to rain.
While they were playing football, it started to rain.

HANDOUT TWO COMMON IRREGULAR VERBS

| Infinitive | Past Tense | Past Participle |
|---|---|---|
| be | was/were | been |
| begin | began | begun |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| get | got | got |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| know | knew | known |
| learn | learned | learnt |
| leave | left | left |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| put | put | put |
| read | read | read |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| show | showed | shown |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spell | spelled | spelt |
| spread | spread | spread |
| stand | stood | stood |
| stick | stuck | stuck |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

**MODULE 18: PRONUNCIATION 1: CONSONANTS**

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**SESSION ONE**

Part one — 30 minutes

Introduction: The Consonants

Part Two — 90 minutes

/p/ and /b/
/f/ and /v/
/s/, /z/, /θ/ , /ð/,

Reading symbols
Consonant clusters

**SESSION TWO**

Part One — 30 minutes

More Consonants

Part Two — 90 minutes
The new symbols
/ʃ/, /tʃ/, /dʒ/
/ŋ/
Consonant clusters

**CONTENTS**

1 Worksheets
There are two Worksheets. Enough copies should be made for every teacher on the course.

2 Handouts
There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

3 OHP Transparencies
There are two OHP Transparencies.

CASSETTE
The text of the transparencies is available on cassette.

Special Requirements
See details in the general notes, following.

## GENERAL NOTES FOR THE TRAINER

**AIMS:** The three pronunciation modules set out to:

1. Improve the teacher's pronunciation.

2. Increase their understanding of how sounds are produced.

3. Familiarise teachers with phonetic symbols so that they may look up words in a pronouncing dictionary.

4. Exemplify some techniques for teaching pronunciation which the teachers may themselves be able to use in schools.

This module on consonants is the first of three. It is important that teachers do <u>every one</u> of these. The second deals with simple vowels, the third with diphthongs. The final session of the third module integrates all three and offers practice in recognising and pronouncing the symbols for the full range of sounds.

Later, teachers will be offered higher level pronunciation skills in the module <u>Stress, Rhythm and Intonation (33)</u>. Practice in reading symbols to check pronunciation of new words, is given in <u>Study Skills (42).</u> Ways of teaching pronunciation to pupils are demonstrated and practised in <u>Teaching Pronunciation (29)</u>.

### <u>Special Requirements</u>

For Session One, Part Two, trainers need the following word-cards, written with a thick, black, felt-tip pen:

| kɪs | θɪk | drɪps |
|---|---|---|
| gɪvz | sez | ðɪs |
| stedi | deθ | sɪks |
| fɪfθ | rɪbz | ɪz |
| penz | begd | bɪskɪt |

Special Note : Phonetic Symbols

The symbols used in the three pronunciation modules are those of the International Phonetic Alphabet - as developed by Professor A.C. Gimson. Other systems are very similar. The IPA system is becoming the most widely used system in the world.

The pronunciation models are those of Received Pronunciation (RP) as developed by Daniel Jones in his Pronouncing Dictionary. It is the form used by most educated speakers in Britain and has no regional affiliation. Adoption of this model does not imply that other varieties are substandard.

Teachers may ask you to recommend a dictionary. All Longman's Dictionaries use the IPA system; their Dictionary of Contemporary English is good and there is a cheap edition available locally.

## SESSION ONE PART ONE

30 minutes

**INTRODUCTION: THE CONSONANTS**

1. Explain the aims of the module:

   .1 To improve the pronunciation of the teachers.

   .2 To familiarise teachers with the symbols used in phonetic script for the consonant sounds.

   .3 To prepare teachers for the modules on vowel sounds.

2. Ask teachers to think for a moment about the Level 1 module Sounds and Spellings (11). Ask these questions:

   .1 How many letters are there in the English alphabet?

   Answer: 26

   .2 How many distinct sounds does English use in Standard Educated English?

   Answer: 44

   .3 What two groups of sounds do we commonly talk about in any language?

   Answer: Vowel sounds and consonants.

   .4 What is a consonant?

   Answer: A consonant is a sound which is produced by obstructing the air passage.

   Point out that the obstruction can be complete for a moment (e.g. /p/ /d/ /g/ ) or just partial ( e.g. /f/ /v/ /z/ ).

3. Put transparency One onto the OHP. Uncover the top line only. Explain the meaning of the positions Initial, Final and Medial. Ask teachers not to copy as there is a full summary handout.

The final column is left blank on the master copy of the transparency. Teachers will have to tell you whether or not each sound is voiced as you work down the sounds one by one. Teachers will find this task easier if they follow this procedure for each consonant:

.1 Teachers make the sound of the consonant in isolation, being careful not to add a vowel sound.

.2 Teachers do this several times, with their fingers on their throat, or with their ears blocked by their hands. In this way they can feel if there is voicing or not.

.3 Get teachers to pronounce the example words (use the cassette if you wish).

.4 Make the point that each pair is related and the only difference is that of voicing and non-voicing; articulation is the same.

Note: Notes to accompany Transparency One follow. These facts are not on the cassette which carries only the word examples, with pauses for repetition.

**TRANSPARENCY ONE**

| | EXAMPLES | | | |
|---|---|---|---|---|
| SYMBOL | Initial | Final | Medial | Voiced? |
| p | pan | map | typing | no |
| b | ban | tub | rubber | yes |
| t | tea | gate | attack | no |
| d | do | end | riding | yes |
| k | care | take | looking | no |
| g | gay | dog | eager | yes |
| f | five | leaf | laughing | no |
| v | vest | love | leaving | yes |
| θ | three | bath | author | no |
| ð | the | bathe | mother | yes |
| s | sea | rice | aside | no |
| z | zoo | reads | easy | yes |

4. Notes to accompany Transparency One:

.1 / p / is not voiced. The air is stopped completely for a moment then released with a puff of air. If teachers cover their ears and say 'rips' slowly they will feel that the vibration stops when the / p / is produced (as opposed to the word 'ribs', where the voicing continues).

.2 / b / is made in exactly the same way, but it is voiced. Covering the ears and saying 'rubber', teachers will hear that the sound of voicing is carried all through the word.

.3 / t / is unvoiced. Try to get the teachers to make this sound in the English way, with the tip of the tongue flicking <u>not</u> at the teeth, but just above the teeth, on the roof of the mouth (the alveolar ridge).

.4 / d / is voiced. It is articulated in exactly the same manner as / t /.

.5 / k / is unvoiced. The sound is often represented in normal spelling by the letters c and q.

.6 / g / is articulated like the / k / but it is voiced.

.7 / f / is produced by allowing air to escape through upper teeth on the bottom lips. Unlike the sounds above, this consonant can be <u>continued</u> for as long as the person can keep the breath going. It is unvoiced. It is often represented by 'gh' or a 'ph' in writing, as well as 'f' (e.g. rough, photograph).

.8 / v / is articulated in the same way; it too can be continued. It is voiced.

.9 / θ / is produced by putting the tongue between the teeth and hissing the air through. It is voiceless. Draw attention to the symbol.

.10 / ð / the same articulation, with voicing, will produce the correct sound. There is often confusion between these sounds because they are both represented in normal script by 'th' (e.g. thin, then).

.11 / s / presents no problem of articulation. It is sometimes shown in writing by a letter 'c' as well as 's' (e.g. ice). It is unvoiced.

.12 / z / the same articulation, voiced , produces this sound. Often it is represented by an 's' in writing.

5. Go through each pair, with teachers blocking their ears to get the voice on - voice off distinction :

| | | |
|---|---|---|
| /p/ - /b/ | /t/ - /d/ | /k/ - /g/ |
| /f/ - /v/ | /θ/ - /ð/ | /s/ - /z/ |

Teachers will notice that the last three can be continued, with the voice being 'switched on or off' to change the consonant. The other three cannot be continued, as these consonants block the air-stream completely for a moment.

6. Write the difficult symbols /θ/ and /ð/ on the board. Get teachers to try to copy them a few times.

7. Remind teachers that the symbols represent <u>sounds</u> not letters - the word 'nice' will be written with the symbol / s /; the word 'chairs' would have a / z / at the end, not a letter 's'.

8. If you wish, use the cassette to get the teachers to repeat the words from a native-speaker model.

**END OF PART ONE**

SESSION ONE PART TWO

90 minutes

**ACTIVITY ONE: / p / and / b /**

Distribute copies of Worksheet One and ask teachers to look at Section A.

| | | | |
|---|---|---|---|
| 1 - pin | 2 - bin | 3 - pole | 4 - bowl |
| 5 - rope | 6 - robe | 7 - cup | 8 - cub |
| 9 - cap | 10 - cab | 11 - rip | 12 - rib |

1. Ask teachers:
   What do you notice about the sounds that these words use?

   Answer:
   The words are in pairs: in each pair one word uses the sound / p / where the other uses the sound / b /. (voiced - voiceless)

2. Call words at random. Ask teachers to call out the number of the word said.
   (This exercise will help you identify problems of aural discrimination).

3. Call numbers. Ask individual teachers to say the words correctly.
   (If necessary, show that at the beginning of words, the /p/ sound involves letting air 'explode' from the mouth - enough to blow a piece of thin paper, or even to blow out a lighted match. You may like to demonstrate this with, for example, the word 'pie').

**ACTIVITY TWO: / f / and / v /**

1. Ask teachers to look at Section B on their Worksheet.

| | | | |
|---|---|---|---|
| 1 - life | 2 - live | 7 - rew | 8 - view |
| 3 - leaf | 4 - leave | 9 - fine | 10 - vine |
| 5 - calf | 6 - carve | 11 - foul | 12 - vowel |

Follow the same procedure as for Activity One.

2. Read out the following pairs of words. Repeat each pair carefully twice. Check that teachers have heard the sounds correctly as 'same' or 'different' . After each one, ask a teacher to repeat the pair exactly.

| | | |
|---|---|---|
| life | life | (SAME) |
| leave | leave | (SAME) |
| calf | carve | (DIFFERENT) |
| view | view | (SAME) |
| vine | fine | (DIFFERENT) |
| ferry | very | (DIFFERENT) |
| live | life | (DIFFERENT) |
| vine | vine | (SAME) |
| very | ferry | (DIFFERENT) |
| leaf | leaf | (SAME) |

**ACTIVITY THREE:** / s / / z / / θ / / ð /

1. Remind teachers of these four symbols and their sounds.
2. Ask teachers to copy the passage in Section C of the Worksheet, but leaving a <u>space</u> between each line.

> My friend Sam has seven brothers.
>
> He has two sisters.
>
> His father and mother think Sam's splendid.
>
> They both adore him.

3. Explain to the teachers:
   They must listen as you read the passage carefully three times. Whenever they hear these four sounds they must write the correct symbol above the letter or letters:

   / s / / z / / θ / / ð /

   Then read the passage carefully, a phrase at a time. Take special care to pronounce the target sounds clearly.
4. Check the teachers' scripts: ask them to exchange books and mark each other's.

Here is the correct answer:

```
           s    z s          z
My friend Sam has seven brothers

     z    s s   z
He has two sisters

  z   ð         ð     θ     ð     s   z s
His father and mother think that Sam's splendid

ð     θ
They both adore him.
```

5. Ask individual teachers to give model readings. Correct anyone who uses / s / instead of / θ / or / z / instead of / ð / : this is the common error we are trying to correct.

**ACTIVITY FOUR : READING SYMBOLS**

1. Introduce the vowel-symbols needed to read the word cards. Put the symbols onto the board:

   / e / as in egg ; /ɪ/ as in big

2. Use the word cards already prepared (see notes).

| kɪs | θɪk | dɪps |
|---|---|---|
| gɪvz | sez | ðɪs |
| stedi | deθ | sɪks |
| fɪfθ | rɪbz | ɪz |
| penz | begd | bɪskɪt |

Procedure

1. Hold up any card at random. Indicate silence. Allow a few seconds, then put the card down. Designate a teacher who should pronounce the word. Choose another teacher to come to the board and write the word in normal script on the board (kiss, thick, dips, gives, says, this, steady, death, six, fifth, ribs, is, pens, begged, biscuit).

2. Work through the cards again, in random order. Ask teachers to chorus the words as quickly as possible.

**ACTIVITY FIVE: CONSONANT CLUSTERS**

1. Teachers should now know what a consonant cluster is. Ask them to give you a definition and examples.

2. Point out that you will now give examples of clusters which occur in conjunction with the 12 consonant sounds met so far.

   .1 Write the examples below on the board, one at a time.

   .2 Conduct practice in making the clusters and the words, moving from group to individual level.

   .3 Rub out the words, to leave the symbols alone. Ask teachers to copy these 20 cluster symbols.

   .4 Call teachers one at a time to re-write the original words. Do this in random order.

| | | |
|---|---|---|
| first /st/ | sixth /ksθ/ | eighth /tθ/ |
| prep-school /psk/ | desks /sks/ | box /ks/ |
| rapped /pt/ | rubbed /bd/ | caps /ps/ |
| tubs /bs/ | laughs /fs/ | moves /vz/ |
| arrived /vd/ | puffed /ft/ | bathes /z/ |
| birds /dz/ | darts /ts/ | two-fifths /fs/ |
| five-sixths /ksθs/ | three-eighths /tθs/ | |

**END OF SESSION ONE**

**MODULE 18**

**CONTRASTING CONSONANTS : WORKSHEET ONE**

A / p / and / b /

1 - pin 2 - bin 3 - pole 4 - bowl

5 - rope 6 - robe 7 - cup 8 - cub

9 - cap 10 - cab 11 - rip 12 - rib

B / f / and / v /

1 - life 2 - live (adj.) 3 - leaf 4 - leave

5 - calf 6 - calve 7 - few 8 - view

9 - cap 10 - vine 11 - foul 12 - vowel

C / s / / z / / θ / / ð /

My friend Sam has seven brothers.

He has two sisters.

His father and mother think Sam's splendid.

They both adore him.

Do not write on this sheet.

Do not take it away.

SESSION TWO PART ONE 30 minutes

**MORE CONSONANTS**

In this session teachers will meet and practice the remaining twelve consonant symbols. The final practice will bring together all of the symbols.

1. Show Transparency Two (brief notes follow).

   Adopt the following procedure:

   .1 Ask teachers to pronounce each sound, in isolation.

   .2 Ask teachers to pronounce each word clearly.

   .3 Ask teachers to decide whether or not the sound is voiced.

   .4 Ask them which sounds are <u>pairs</u> (articulated in the same way, but with a voiced-voiceless distinction).

   .5 Afterwards, go through the sounds again, getting teachers to suggest other words with the same consonant sounds.

   .6 If you wish, use the cassette for a look-listen-repeat exercise.

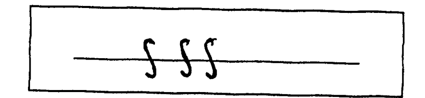
**TRANSPARENCY TWO**

| SYMBOL | EXAMPLES Initial | Final | Medial | Voiced? |
|---|---|---|---|---|
| ʃ | shop | wish | ocean | NO |
| ʒ | ... | beige | pleasure | Yes |
| tʃ | cheese | arch | nature | NO |
| dʒ | jam | badge | margin | Yes |
| h | hello | ... | perhaps | NO |
| m | man | home | summer | Yes |
| n | near | run | finish | Yes |
| ŋ | ... | ring | singer | Yes |
| r | right | ... | narrow | Yes |
| l | long | full | allow | Yes |
| j | yes | ... | beyond | Yes |
| w | why | ... | beware | Yes |

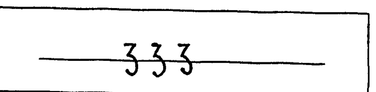
2. Notes to accompany Transparency Two.

.1 /ʃ/ is usually represented by 'sh' in writing, but it can be 'c' (as in ocean) or a 't' (as in station, in flation, etc.). It is not voiced. Draw special atten tion to the symbol, on the board. Ask teachers to try to write it.

Draw a line, to show how this symbol ( unlike any in Session One ) goes below the line:

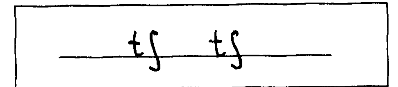


.2 /ʒ/ this sound only occurs in words which have come into English from other languages ( mainly old French). It never begins a word. Usually it is represented by an 's' in writing (as in measure). It is the voiced counterpart of /ʃ/ above. Again, give practice in writing the sound:

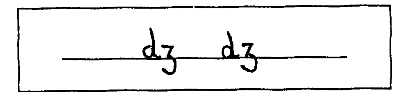


Ask teachers to block their ears and make a / ʃ / sound; if they then 'turn on' their voice it will become /ʒ/ - the two sounds are a pair.

.3 /tʃ / is a combination of the consonants /t/ and / ʃ /. Really it is a consonant cluster, but the sound occurs so often in words that we treat it as a single sound with the joined symbols. It is <u>un</u>voiced. Usually it is shown as 'ch' in writing, but many 't's are pronounced as /t ʃ / (e.g. picture, actual). Again give practice in writing the symbol:



.4 /d ʒ/ is also a cluster, but it occurs so often that we treat the sound as a single consonant. Usually it is represented by '-dge' or '-ge' or 'j-' in writing (e.g. ridge, large, jam). It is <u>voiced</u> - the equivalent of /tʃ/ above. Give practice in writing the symbol:



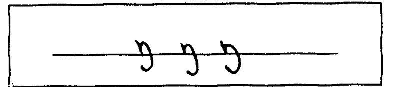
Get teachers to say /t ʃ / and then add voice to get /d ʒ /:
e.g. /tʃ - dʒ - tʃ - dʒ - tʃ - dʒ /

.5 / h / The symbol, like the sound (voiceless) gives no problems.

.6 / m / This is pronounced with the mouth closed - humming through the nose, so it is <u>voiced</u>. There is no unvoiced equivalent ( except silence!). This sound is the same as in Arabic.

.7 / n / is also produced through the nose, and the tip of the tongue on the teeth (e.g. ridge) as for /t/ and /d/. Get teachers to try. If they close the mouth they change from / n / to /m/. It is voiced.

.8 / ŋ / is also nasal and voiced, but has a different quality. In writing, this sound is usually represented by '-ng' (as in bring, long). The phonetic symbol seems to combine a letter 'n' with the tail of letter 'g' :



Ask teachers to practise writing the symbol.

.9 / r / is quite different in Arabic. The Egyptian style of English retains a 'flapped r', but in standard English, the /r/ is a continuant - it can be held indefinitely. Get teachers to try to continue the sound. If they cannot it is because they are making an Arabic 'r'. It is voiced, there is no un-voiced equivalent (except silence).

Explain how the /r/ sound is articulated:

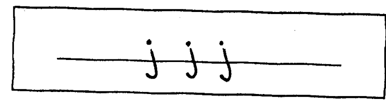
i) Put the tip of the tongue on the roof of the mouth (as if they were going to hold an /l/ sound).
ii) Move the tip back, until it is just clear of the roof of the mouth, leaving a small space.
iii) Make a sound and hold it. This should be the correct sound.
iv) The tongue only moves as it goes into the next sound, which is always a vowel.
v) Examples. Get teachers to say these contrasting words, holding the /l/ and /r/ sounds before saying the rest of the word. Write them on the board:

| liver | river | lump | rump |
|---|---|---|---|
| low | roe | long | wrong |

Note: The final r is pronounced in American English (car, farm etc.) and in some regional dialects of English. It is also pronounced when words are linked in speech, e.g. her arm , we're off, their aunt.

.10 / l / This sound and symbol give no problem. The symbol is written on the line as in normal print. It is a voiced sound.

.11 / j / This symbol (but not the sound ) will create problems as it is associated with the /dʒ/ sound, as in 'jam'. It is used to represent the 'y' sound in you, yes, etc. It is voiced, with no un-voiced equivalent, and goes below the line.



Ask teachers to copy it.

.12 /w/ This last symbol will cause no difficulties. In writing it is represented by W or by a U combined with a Q, in quick /kwik/. It is a voiced sound.

3. Go once more through all of the difficult symbols in this session. This time ask teachers to write them (without looking at their previous practice) before you put them on the board, so they may mark their own attempt.

| ʃ ʒ tʃ dʒ ŋ j |
| --- |

**END OF PART ONE**

## SESSION TWO PART TWO

90 minutes

### ACTIVITY ONE : THE NEW SYMBOLS

1. Distribute Worksheet Two. Tell teachers to read the words to themselves, but they must not write anything.

2. Introduce the vowel-symbol / ɒ / as in hot, dog.

   Call out any number (1 - 18). The teachers look at the word in silence. Designate a teacher who should pronounce the word.

3. Ask all of the teachers to say whether the pronunciation is correct.

4. Choose another teacher to write the word in normal spelling (below) on the blackboard.

5. Go through all of the words several times, until teachers are confident that they can read the symbols and pronounce the sounds correctly. Do this out of sequence.

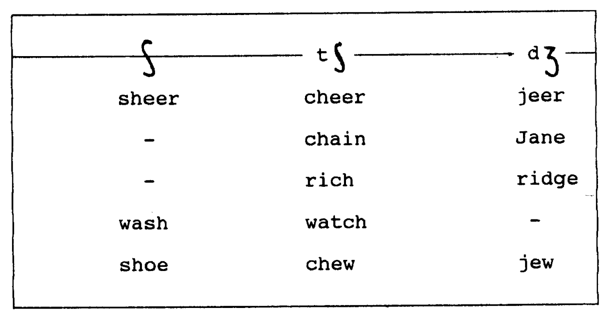
(Words on Worksheet)

| | | | | | |
|---|---|---|---|---|---|
| 1 | shop | 7 | fish | 13 | dishes |
| 2 | chin | 8 | bench | 14 | watches |
| 3 | heads | 9 | jelly | 15 | pigeon |
| 4 | string | 10 | song | 16 | shipping |
| 5 | yes | 11 | yacht | 17 | yet |
| 6 | when | 12 | quickly | 18 | strength |

**ACTIVITY TWO:** /ʃ/ /tʃ/ and /dʒ/

1. Using the technique practised in <u>Repetition Drills</u>, drill the words below quickly, without having them visible on the board.

2. Write each word on the board, under the appropriate symbol. Check that individuals can pronounce the words correctly. Ask them to make the sets of 3 contrasts.



| ʃ | tʃ | dʒ |
|---|---|---|
| sheer | cheer | jeer |
| - | chain | Jane |
| - | rich | ridge |
| wash | watch | - |
| shoe | chew | jew |

3. Drill the phrases below:

> Shall we watch the match?
>
> Should we choose some cheese?
>
> Catch the chalk, George.

**ACTIVITY THREE:** /ŋ/

1. Draw teachers' attention to this symbol. Show how it represents a <u>single</u> sound (as in 'sing').
Write these examples on the board:

| | |
|---|---|
| ink | ɪŋk |
| long | lɒŋ |
| longest | lɒŋgɪst |

2. Tell teachers to look at Section B of the Worksheet.
Ask three teachers to each read one verse aloud.

3. Get teachers to count the / ŋ / sounds.
   Answer: 12.

4. Ask them if they are all represented by '-ng' (they are).

5. Point out that this is not always the case (e.g. think, bank). Ask teachers to think of other examples like this.

6. Point out that the / ŋ / sound occurs frequently in English, as it is a common form of all verbs (walking, running, etc).

**ACTIVITY FOUR: CONSONANT CLUSTERS**

1. Distribute the Handout, to be used as a reference as teachers work.

2. Ask teachers to look at Section C of their Worksheet. It combines all of the consonants and requires teachers to pronounce a series of simple clusters. The same three vowels, already met, are used.

3. Allow a few minutes' preparation, but no writing. Then call out random numbers and ask different teachers to read each word. Ensure that they do not insert a vowel into the clusters. Go through the words 2 or 3 times.

Words on Worksheet

| | | | | | |
|---|---|---|---|---|---|
| 1 | things | 2 | lots | 3 | mist (or missed) |
| 4 | grills | 5 | watched | 6 | smelled |
| 7 | grilled | 8 | crossed | 9 | eggs |
| 10 | dogs | 11 | princes | 12 | springs |
| 13 | length | 14 | width | 15 | breadth |

4. If time remains you may wish to ask teachers to spell the words in Section C.

**END OF MODULE**

WORKSHEET TWO : CONSONANT SYMBOLS

A Reading Symbols

| | | | | | |
|---|---|---|---|---|---|
| 1 | ʃɒp | 7 | fɪʃ | 13 | dɪʃɪz |
| 2 | tʃɪn | 8 | bentʃ | 14 | wɒtʃɪz |
| 3 | hedʒ | 9 | dʒeli | 15 | pɪdʒɪn |
| 4 | strɪŋ | 10 | sɒŋ | 16 | ʃɪpɪŋ |
| 5 | jes | 11 | jɒt | 17 | jet |
| 6 | wen | 12 | kwɪli | 18 | streŋθ |

Note: / I / as in it, / e / as in egg and
/ ɒ / as in on.

B / ŋ /

1. Along the road, among the trees
   The birdsong drifts, upon the breeze.

2. A calling bird will sing its song
   Among the trees, the whole day long.

3. And having sung will wing away
   In falling light, at end of day.

C Consonant Clusters

| | | | | | |
|---|---|---|---|---|---|
| 1 | θɪŋz | 6 | smelt | 11 | prɪnsɪz |
| 2 | lɒts | 7 | grɪld | 12 | sprɪŋz |
| 3 | mɪst | 8 | krɒst | 13 | leŋθ |
| 4 | grɪlz | 9 | egz | 14 | wɪtθ |
| 5 | wɒtʃt | 10 | dɒgz | 15 | bretθ |

Do not write on this sheet

Do not take it away

**MODULE 18 HANDOUT : CONSONANT SYMBOLS**

| | SYMBOL | SOUND | | |
|---|---|---|---|---|
| | | initial | medial | final |
| 1 | p | pie | happy | stop |
| 2 | b | big | ribbon | rub |
| 3 | t | to | lighter | hit |
| 4 | d | do | sadden | hid |
| 5 | k | can | joker | like |
| 6 | g | go | cigar | big |
| 7 | s | so | nicer | likes |
| 8 | z | zoo | easy | loves |
| 9 | f | feel | stiffer | laugh |
| 10 | v | very | loving | move |
| 11 | θ | thick | author | fourth |
| 12 | ð | the | mother | bathe |
| 13 | ʃ | ship | nation | squash |
| 14 | ʒ | - | measure | beige |
| 15 | tʃ | chip | butcher | arch |
| 16 | dʒ | jam | major | edge |
| 17 | m | man | summer | some |
| 18 | n | new | finish | sin |
| 19 | l | like | silly | ball |
| 20 | r | red | carry | - |
| 21 | ŋ | - | singer | long |
| 22 | h | he | perhaps | - |

Note: The pairs of sounds ( 1 and 2, 3 and 4 etc.) down to sounds 15 and 16 are related. The first is voiced , the second unvoiced in each pair.

## MODULE 19: PRONUNCIATION II: SIMPLE VOWELS

### SESSION ONE

<u>Part One</u> — 30 minutes
Introduction: Simple vowels

<u>Part Two</u> — 90 minutes
/iː/ and /ɪ/
/æ/ and /e/
/æ/ and /ɑː/
/ɔː/
Reading Practice

### SESSION TWO

<u>Part One</u> — 30 minutes
More simple vowels

<u>Part Two</u> — 90 minutes

/uː/ and /ʊ/
/ɜː/ and /ə/
/æ/ and /ʌ/
Reading practice
Reserve activity: Dictation

### CONTENTS

1. <u>Worksheets</u>
   There are <u>two</u> Worksheets. One copy of each should be made for every teacher on the course.

2. <u>Handouts</u>
   There is <u>one</u> Handout. A copy should be given to every teacher to take away at the end of the training session.

3. <u>OHP Transparencies</u>
   There are <u>two</u> OHP Transparencies.

4. <u>Cassette</u>
   The content of the transparencies is recorded on the pronunciation tape, side two.

## GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To improve teachers' pronunciation of English.
2. To increase teachers' understanding of how English sounds are produced.
3. To familiarise teachers with the symbols used in phonetic script for the simple (or pure) vowel sounds.
4. To consolidate practice of consonant sounds and symbols.
5. To employ some techniques for teaching pronunciation which the teachers themselves may find useful.

Only teachers who successfully participated in the first pronunciation module Consonants (18), will be able to attend this module and the following pronunciation module Diphthongs (20). All three are vital to success in reading phonetic script and pronouncing English clearly.

A higher level module, Stress Rhythm and Intonation (33), follows these three modules. Study Skills (42) gives practice in using a pronouncing dictionary. Teaching Pronunciation (29) may follow at any point.

## SPECIAL NOTE

Trainers are requested to read the special note in the introduction to the first package, Pronunciation: Consonants (18), for remarks upon the phonetic symbols and speech model adopted for this series.

## SESSION ONE PART ONE

30 minutes

### INTRODUCTION

### THE SOUNDS OF ENGLISH

1. Previous modules have given answers to these questions:
   How many distinct sounds does Standard English use?

   - 44 sounds.

   What two main classes of sounds are there?

   - consonants and vowels.

   How many consonant sounds does English have?

   - 24 .

2. So how many sounds are left - the vowel sounds of English?

   - 20 .

3. These vowels fall into <u>two</u> main groups:

   .1 <u>Simple</u> vowels, which do not change.
   .2 <u>Diphthongs</u>, made up of two vowels.

4. Ask these questions. Suggested answers are given after each one.

   .1 In the module on consonants, teachers considered <u>voicing</u>. Are vowels voiced?

   - Yes, they are. When we de-voice a vowel we get silence - unlike when we hum a v - sound; when this sound is de-voiced the sound changes to f.

   .2 With consonants, some could be continued (e.g. / m / / n / / l / / ŋ / / z / etc.)
   Others could not (e.g. / p / / b / / t / / d / / g / etc.)
   Can vowels be continued?

   - Yes, they can.

   .3 Teachers were given the definition of a vowel in the module <u>Sounds and Spelling</u>. Can they remember it?

   - A vowel sound is one in which the flow of air (and sound) is not obstructed but escapes freely and continually from the mouth. e.g. oooh - aaah - eee.

5. Point out that simple vowels can be split into two groups - those which are short, and those which are long. They can also be classified in terms of how the sound is made (lip-shape, position of tongue, etc.). This is the classification used in this module. We will begin with vowels which are produced with rounded lips and a high tongue position. Then we will examine those where the mouth is more spread and the tongue is low.

6. Show Transparency One on the OHP. Notes follow for each vowel. Tell teachers not to write anything, as they will receive a Handout at the end of the session.

   Uncover one line at a time and follow this procedure:

   .1 Draw attention to the shape of the symbol for each vowel.

   .2 Pronounce its sound several times and have the teachers repeat it.

   .3 Draw attention to any similar Arabic vowel.

   .4 Get individual teachers to say the example words. Make sure that they pronounce the vowel correctly each time.

   If you would like a native-speaker model for a look-listen-repeat exercise, use the cassette tape.

**TRANSPARENCY ONE**

| | | | | |
|---|---|---|---|---|
| 1 | iː | keep | me | tea |
| 2 | ɪ | fill | him | bit |
| 3 | e | fell | men | head |
| 4 | æ | cat | mad | man |
| 5 | ɑː | calm | farm | heart |
| 6 | ɒ | cough | John | dog |
| 7 | ɔː | fall | port | George |

NOTES TO ACCOMPANY TRANSPARENCY ONE

Vowel No. 1 / iː /

This is a long vowel. That is what the mark / : / following the symbol shows; whenever we see these two dots it means that the normal spelling has (or did have in old English) two vowels, or a vowel and a consonant to represent the length of the sound. It is pronounced with the lips spread.

Vowel No. 2 / ɪ /

This is a short vowel. It is similar to vowel no. 1. but is shorter .

Compare the two sounds: / iː/ - / ɪ / / iː/ - / ɪ /

In English you must be careful to keep the two sounds different. A sheep (write the word on the blackboard) is not the same thing as a ship (write the word on the blackboard). The symbol is familiar, as it was used in the practice stages of the Consonants module. To pronounce it we do not need to spread the lips.

Vowel No. 3 / e /

Like Vowel no. 2 this is a short sound. This symbol, too, was used in practising consonants. To make the sound the mouth is more open.

Vowel No. 4 / æ /

The sound is short, but make sure the mouth is well open and the sound is not like vowel no. 3 . The symbol is unusual - a bit like an 'a' and an 'e' joined together. Ask teachers to practise writing the symbol once or twice.

Vowel No. 5 / ɑː /

What do the dots show? Yes, this is another long sound. The mouth is wide open for this sound and the sound is made at the back of the mouth.

Vowel No. 6 / ɒ /

Is vowel no. 6 long or short? It is short. The symbol is like a back to front letter 'a'. To make this sound we have to gently round our lips.

Vowel No. 7 /ɔː/

Long or short? It is long, the length is indicated by the dots. The difference between this long vowel and vowel number six is very important : a pot (write the word on the blackboard) is not the same as a port (write the word on the blackboard) - and the only difference is between the vowel sounds, because neither word has the sound / r / in it! The lips are rounded more than for vowel no. 6.

**SUMMARY**

Switch off the projector. Write each symbol, one at a time, on the board. Get teachers to call out short words with the same eight vowel sounds.

Allow teachers to copy these symbols from the board, together with one key word. They will need to practise writing the more unusual symbols.

| | |
|---|---|
| iː me | ɪ fill |
| e egg | æ at |
| ɑː arm | ɒ on |
| ɔː all | |

**END OF PART ONE**

## SESSION ONE PART TWO

90 minutes

### ACTIVITY ONE : /iː/ and /ɪ/

1. Distribute copies of Worksheet One, and ask teachers to look at Section A.

2. Say the words in any order, and for each one ask teachers to call out the corresponding number.

3. Say the numbers of the words only. Ask individual teachers to say the corresponding word each time.

4. Ask different teachers to pronounce both words of a pair, contrasting the vowel length.

| | | | |
|---|---|---|---|
| 1 | deep | 2 | dip |
| 3 | sheep | 4 | ship |
| 5 | neat | 6 | knit |
| 7 | heel | 8 | hill |
| 9 | seeks | 10 | six |
| 11 | seen | 12 | sin |

(**Note:** The final vowel sound in words like 'ready', 'sorry', 'Wednesday', is shorter than the long vowel /i:/ of 'beat' and 'feet', but longer than the short vowel /I/ of 'bit' and 'fit'. It is therefore represented by the symbol /i/, without the two dots indicating length /:/.

e.g. /redi/ /sɒri/ /wenzdi/ )

### ACTIVITY TWO : /æ/ and /e/

1. The trainer will now call pairs of words. Teachers should call out 'same', where the words are the same, or 'different'. Do not write these words on the board; the exercise is one of aural discrimination alone.

| | | | | | |
|---|---|---|---|---|---|
| pack | pack | (same) | sad | said | (different) |
| man | men | (different) | ten | ten | (same) |
| bad | bed | (different) | bag | beg | (different) |
| cattle | kettle | (different) | pack | peck | (different) |
| said | said | (same) | man | man | (same) |
| ten | tan | (different) | bad | bad | (same) |
| beg | beg | (same) | cattle | cattle | (same) |

2. Ask teachers to write just the vowel symbol (/æ/ or /e/) onto a piece of paper as you call the different words. Check at the board, allowing teachers to mark their own papers.

**ACTIVITY THREE : /æ/ and /ɑː/**

1. Divide teachers into pairs. Ask them to look at Section B on their Worksheet. Explain that they must make one good sentence using one word from group 1 and one from group 2. Obviously they could have a sentence with any of several combinations of the vowels required, as each group contains examples of both sounds.

   Allow just one minute for preparation. If necessary give one or two examples of both sounds.

| | 1 | | | 2 | |
|---|---|---|---|---|---|
| last | fast | calm | farm | part | barn |
| dark | black | glad | party | car | rabbit |
| fantastic | massive | | hat | habit | man |
| marvellous | | | jam | champion | |

2. Ask one teacher from each pair to say their sentence. Correct any errors in pronunciation of the two vowels.

**ACTIVITY FOUR: /ɔː/**

1. Tell teachers you will write some verbs on the board. They should construct a phrase, using the verb in the past form.

Follow this procedure:

.1 Write one verb on the board.
.2 Allow 20 seconds silent preparation.
.3 Choose 2 or 3 teachers at random to say their phrases. Pay attention to the long vowel quality of the verb.
.4 Draw teachers' attention to the strange shape of the sound symbol / /.
.5 If you wish, write the past form in phonetic script next to the verb.

2. Repeat the procedure adding a different verb each time. Your board will look like this after the exercise:

| Verbs | /ɔː/ | | |
|---|---|---|---|
| catch | kɔːt | fight | fɔːt |
| buy | bɔːt | think | θɔːt |
| bring | brɔːt | teach | tɔːt |

**ACTIVITY FIVE: READING PRACTICE**

Note: This activity gives practice in recognising the vowel symbols introduced in this session, and also provides revision of the consonant symbols.

1. Ask the teachers to look at Section C of their Worksheet. Give a few moments for teachers to look at the words, but ask them not to write anything.

2. Call out the number of a word only. Allow a few seconds for teachers to read the word to themselves, then ask one teacher to say the word. Repeat this, calling out numbers and teachers at random, until they can read all the words easily.

The words are:

| | | | | | |
|---|---|---|---|---|---|
| 1 | free | 2 | minute | 3 | head |
| 4 | flat | 5 | star | 6 | jog |
| 7 | card | 8 | she | 9 | that |
| 10 | cheese | 11 | sheep | 12 | thing |
| 13 | city | 14 | hat | 15 | nought |
| 16 | wrong | 17 | yours | 18 | worn |

3. If there is time, ask teachers to write the words in normal script, and to copy the phonetic script beside each word.

**END OF SESSION ONE**

## MODULE 19
### WORKSHEET ONE : SIMPLE VOWELS

**A** /iː/ and /ɪ/

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | deep | 2 | dip | 3 | sleep | 4 | slip |
| 5 | neat | 6 | knit | 7 | heel | 8 | hill |
| 9 | seeks | 10 | six | 11 | seen | 12 | sin |

**B** /æ/ and /ɑː/

| | | | | | |
|---|---|---|---|---|---|
| 1. | last | fast | 2. | farm | part |
| | calm | dark | | barn | car |
| | black | glad | | party | rabbit |
| | fantastic | | | hat | habit |
| | massive | | | man | champion |
| | marvellous | | | jam | |

Sentences may combine an adjective and a noun in any order, e.g. The jam was marvellous, or, It was marvellous jam.

Reading Phonetic Script

| | | | | | |
|---|---|---|---|---|---|
| 1 | friː | 2 | mɪnɪt | 3 | hed |
| 4 | flæt | 5 | stɑː | 6 | dʒɒg |
| 7 | kɑːd | 8 | ʃiː | 9 | dʒæt |
| 10 | tʃiːz | 11 | ʃiː | 12 | θɪŋ |
| 13 | sɪti | 14 | hæt | 15 | nɔːt |
| 16 | rɒŋ | 17 | jɔːz | 18 | wɔːn |

Do not write on this sheet.

Do not take it away.

## SESSION TWO PART ONE

30 minutes

### MORE SIMPLE VOWELS

In this session teachers will meet the remaining five simple vowels. The final practice will lead into the use of all twelve sounds and symbols, together with all of the consonant symbols.

1. Show Transparency Two on the OHP and follow the same procedure as in Session One. Again teachers should not write.

    .1 Draw attention to the shape of each symbol.
    .2 Pronounce its sound several times and have the teachers repeat it.
    .3 Get individual teachers to read each word. Make sure that they pronounce the vowel correctly.
    .4 Talk through the notes, which follow.

Use the cassette, if you wish, for a look-listen-repeat exercise with a native-speaker model.

### TRANSPARENCY TWO

| | | | | |
|---|---|---|---|---|
| 8 | ʊ | full | good | could |
| 9 | uː | fool | soon | who |
| 10 | ʌ | cut | tug | rub |
| 11 | ɜː | word | her | fur |
| 12 | ə | comm<u>a</u> | bitt<u>er</u> | b<u>a</u>nan<u>a</u> |

### NOTES TO ACCOMPANY TRANSPARENCY TWO

<u>Vowel No. 8</u> /ʊ/

This is another short vowel. It is important to distinguish it from vowel no. 9.

<u>Vowel No. 9</u> /uː/

This is long, and because the lips are pushed forward the sound is somewhat different. Compare (on the blackboard) <u>pull</u> and <u>pool</u>.

Vowel No. 10 / ʌ /

This sound and the two which follow may be called 'neutral' vowels; the lips are neither spread or rounded, and the sound is made rather in the middle of the mouth, with the mouth quite open.

Vowel No. 11 / ɜː /

This is obviously a long vowel. Notice the strange symbol like number three. This sound is made with the mouth quite relaxed. It is usually spelt with a vowel letter followed by a letter R.

Vowel No. 12 / ə /

This is a short vowel, often called a weak vowel. It is the most common vowel in spoken English, and many unstressed vowels (explain) weaken and are pronounced like this (e.g. butter, among, sofa, away). It has a name - 'schwa'. It is very much like a short version of vowel no. 11.

**SUMMARY**

On the blackboard, give models of the unusual symbols for teachers to copy. Point out that all vowel signs are written on the line . Allow time to practise.

| | |
|---|---|
| ʊ | put |
| uː | who |
| ʌ | cup |
| ɜː | her |
| ə | the |

Rub the words off, leaving the five symbols. Ask teachers to cover their notes. Point to different symbols in turn and ask a teacher to give you a new short word using this sound. Repeat this several times, pointing to the symbols in random order and asking different teachers to give words.

**END OF PART ONE**

## SESSION TWO PART TWO

90 minutes

### ACTIVITY ONE : / uː / and / ʊ /

1. Distribute Worksheet Two. Ask teachers to look at Section A. Read the verse aloud to them. Tell teachers to copy it, but to leave spaces between each line, for phonetic symbols.

2. Read it once more, then allow teachers two to three minutes in which to write either / uː / or / ʊ / immediately above each syllable where one of these sounds occurs.

3. Check the answers orally. There are five long vowels / uː / and two short vowels / ʊ /.

> There was a young lady of Poole (uː)
>
> Whose (uː) soup (uː) was excessively cool (uː);
>
> So she put (ʊ) it to boil
>
> With the aid of good (ʊ) oil,
>
> That ingenious young lady of Poole (uː).

(**Note:** Poole is a town on the South coast of England.)

### ACTIVITY TWO: / ɜː / and / ə /

This is a 'spot the sound' activity.

1. Ask teachers to look at Section B of the Worksheet. Ask teachers to pronounce each word in turn. Correct any mispronunciations.

2. Ask teachers to use a separate piece of paper and to write either /   / or /   / to show the sound of the underlined vowel.

3. Check the answers at the board:

| | | | | | |
|---|---|---|---|---|---|
| butter | / ə / | along | / ə / | murder | / ɜː / |
| assassin | / ə / | birthday | / ɜː / | dirty | / ɜː / |
| nursery | / ɜː / | perhaps | / ə / | further | /ɜː/ə/ |

**ACTIVITY THREE : READING PRACTICE**

Note: This Activity gives practice in recognising all the simple vowel symbols and also reviews all the consonant symbols.

1. Ask the teachers to look at Section C of their Worksheet. Give a few moments for teachers to look through the words, but ask them not to write anything.

2. Call out the number of a word only. Allow a few seconds for teachers to read the word to themselves, then choose a teacher to say the word. Repeat this, calling out different numbers at random, until teachers can read all the words easily.

   The words are :

| | | | | | |
|---|---|---|---|---|---|
| 1 | far | 2 | beat | 3 | tall |
| 4 | love | 5 | Monday | 6 | hot |
| 7 | good | 8 | girls | 9 | nurses |
| 10 | should | 11 | judge | 12 | you |
| 13 | this | 14 | charge | 15 | among |
| 16 | that | 17 | truth | 18 | jaw |
| 19 | banana | 20 | Tuesday | 21 | river |

**ACTIVITY FOUR : / æ / and / ʌ /**

This activity gives practice in writing phonetic script.

1. Write the symbols / æ / and / ʌ / on the board, and ask teachers to give short words which contain either of these vowels. Build up two short lists on the board like this:

| / æ / | / ʌ / |
|---|---|
| mad | much |
| gap | rough |
| stand | up |
| apple | done |
| jam | supper |

2. When you have about six words in each list, ask the teachers to try to write in phonetic script.

3. Ask different teachers to come to the front and write the answers. The other teachers should correct what they have written as you go through the lists.

**END OF MODULE**

**MODULE 19** **WORKSHEET TWO**

A <u>/ u: / and / ʌ /</u>

There was a young lady of Poole
Whose soup was excessively cool,
So she put it to boil,
With the aid of good oil,
That ingenious young lady of Poole.

B <u>/ ɜ: / and / ə /</u>

butt<u>er</u> <u>a</u>long m<u>ur</u>der

<u>a</u>ssassin b<u>ir</u>thday d<u>ir</u>ty

n<u>ur</u>sery p<u>er</u>haps f<u>ur</u>th<u>er</u>

Write the sound symbol for each of the underlined vowels.

C <u>Reading Phonetic Script</u>

| | | | | | |
|---|---|---|---|---|---|
| 1 | fɑ: | 2 | bi:t | 3 | tɔ:l |
| 4 | lʌv | 5 | mʌndi | 6 | hɒt |
| 7 | gʊd | 8 | gɜ:lz | 9 | nɜ:sɪz |
| 10 | ʃʊd | 11 | dʒʌdʒ | 12 | ju: |
| 13 | ðɪs | 14 | tʃɑ:dʒ | 15 | əmʌŋ |
| 16 | ðæt | 17 | tru:θ | 18 | dʒɔ: |
| 19 | bənɑ:nə | 20 | tju:zdi | 21 | rɪvə |

**Do not write on this Worksheet**

**HANDOUT : SIMPLE VOWELS**

| SOUND SYMBOL | EXAMPLES | | |
|---|---|---|---|
| iː | see, | sea, | repeat |
| ɪ | will, | pretty, | England |
| e | egg, | head, | many |
| æ | cat, | man, | absent |
| ɑː | are, | laugh, | farmer |
| ɒ | hot, | watch, | sausage |
| ɔː | short, | walk, | quarter |
| ʊ | good, | pull, | sugar |
| uː | you, | school, | balloon |
| ʌ | cup, | young, | mother |
| ɜː | bird, | earth, | Thursday |
| ə | better, | o'clock, | water |

## MODULE 20: PRONUNCIATION III: DIPHTHONGS

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**SESSION ONE**

Part One — 40 minutes

Introduction : Diphthongs

Part Two — 80 minutes

Using diphthongs
Reading symbols
Writing symbols
Reserve Activity : Words in the Textbook

**SESSION TWO**

Part One — 30 minutes

Integration : Consonants and vowels
Summary

Part Two — 90 minutes

Reading sentences
Using a dictionary
Writing words

**CONTENTS**

1 Worksheets

There are two Worksheets. Enough copies should be made to give to every teacher on the course.

2 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

3 OHP Transparencies

There is one OHP Transparency.

4 Cassette

The content of the transparencies is recorded on side two of the pronunciation tape, immediately following the 'Simple Vowels'.

**GENERAL NOTES FOR THE TRAINER**

This module concludes the series of three on pronunciation and phonetic script. Participation is only possible for teachers who have attended both of the previous training sessions in this series.

The first session concludes the presentation of the sounds of English, dealing with diphthongs. The second session is devoted to the integration of the three components.

It is recommended that trainers follow these modules with Teaching Pronunciation (29) and Stress, Rhythm and Intonation (33). Use of a pronouncing dictionary is exemplified in Study Skills (42).

This module does not deal with triphthongs (3-vowel combinations). If you like, you could mention them in passing after introducing diphthongs, giving these examples:

| | |
|---|---|
| tower | taʊə |
| fire | faɪə |
| player | pleɪə |
| lower | ləʊə |
| employer | emplɔɪə |

SESSION ONE PART ONE — 40 minutes

## INTRODUCTION: DIPHTHONGS

1. Write DIPHTHONGS on the blackboard. Explain that this strange looking word comes from Greek: di means two and phthong means sound. A diphthong is a single sound which begins in one way and ends in another. So diphthongs are not 'simple'.

2. English uses a number of diphthongs. Ask someone to tell you how many diphthongs there are.

   Answer: 8.

   We have looked at 24 consonants and 12 simple vowels, and there are 44 English sounds altogether.

3. Every diphthong ends with a very weak vowel sound - either / ɪ / or / ʊ / or / ə /. So we can look at them in three small groups.

4. Ask teachers if they can remember these groups, from Sounds and Spellings, where the diphthongs were indicated with ordinary spelling. Elicit the 'spellings' of the diphthongs and put them on the board with example words; get teachers to pronounce them:

| | From | To | |
|---|---|---|---|
| 1 | e | ɪ | mate |
| | ah | ɪ | bite |
| | or | ɪ | boy |
| 2 | ə | ooh | note |
| | a | ooh | cow |
| 3 | i | ə | clear |
| | e | ə | there |
| | ooh | ə | pure |

5. So, learning to produce the diphthongs is not very difficult. The trouble is that we tend to forget to add the final, weak vowel and so we turn it into a pure vowel. However, if we pay attention consistently, it will soon become quite natural and effortless to produce them in speech.

6. Show Transparency One on the OHP. Uncover the items one by one. Refer to the notes which follow and follow this procedure for each diphthong:

   .1 Say the sound - first with the two vowels distinct, then as a slow glide, next as a rapid glide, weakening the second vowel.

   .2 Get teachers to do the same, following your model. Ensure that their mouths <u>move</u> as they make the glide from the strong to the weak vowel.

   .3 Choose teachers to say the example words. Correct any tendency to pronounce the diphthong as a simple vowel. Ensure that the second vowel is weakened and that the stress goes onto the first vowel.

   .4 If you wish, use the cassette tape for a look-listen-repeat exercise.

Tell teachers not to write; there is a handout which gives the teachers a copy of all the symbols.

**TRANSPARENCY ONE**

| SOUND | - SYMBOL | EXAMPLES | OF | WORDS |
|---|---|---|---|---|
| 13 | eɪ | play | train | name |
| 14 | aɪ | child | why | eye |
| 15 | ɔɪ | coin | boy | point |
| 16 | əʊ | boat | stone | grown |
| 17 | aʊ | loud | cow | house |
| 18 | ɪə | dear | here | cheer |
| 19 | eə | dare | hair | pear |
| 20 | ʊə | cure | tour | pure |

**NOTES TO ACCOMPANY TRANSPARENCY ONE**

Vowel No. 13 /eɪ/

This diphthong has / e / (as in egg) as a first sound and / ɪ / (as in bit) for the second. Teachers are familiar with both of these symbols as pure vowels.

Vowel No. 14 /aɪ/

This diphthong has a symbol for the first vowel which is unfamiliar (draw it on the board). The /a:/ sound is like a very short version of the /ɑ:/ sound in 'father'. Like vowel no. 13 the diphthong ends with a weak / ɪ /.

Vowel No. 15 /ɔɪ/

This diphthong also slips into a final / ɪ / sound. The symbol / ɔ / is already familiar - the long sound / ɔ: / is one of the simple vowels. The lips move from round to spread.

Review

At this point stop and ask teachers to make all three diphthongs:

/ eɪ / / aɪ / / ɔɪ /

Vowel No. 16 / əʊ/

The diphthong starts with an / ə / sound (like a short / ɜ: /). The mouth is quite relaxed. By the end the lips are rounded to produce the weak / ʊ / sound.

Vowel No. 17 / ɑʊ/

This diphthong also ends with / ʊ /, but begins with / a / (the short / ɑ: / sound).

Review

Ask teachers to contrast the two diphthongs:

/ əʊ/ / ɑʊ/ - / əʊ/ / ɑʊ/

Vowel No. 18 /ɪə/

This diphthong finishes with schwa (as in the). It begins with the sound / ɪ / as in 'hit'.

Vowel No. 19 /eə/

Both sounds are known to teachers as pure vowels. The diphthong moves from a strong / e /, as in egg, to schwa. The mouth is open throughout.

Vowel No. 20 /ʊə/

The diphthong moves from / ʊ /, as in 'good', to schwa. The lips move from rounded to open.

Review

Contrast these diphthongs:

/ɪə/ /eə/ /ʊə/

**Note:** These last three diphthongs are usually spelt with an 'r' (ear, hair, cure) which is not pronounced, except in American and some regional dialects.

**END OF PART ONE**

SESSION ONE PART TWO 80 minutes

**ACTIVITY ONE: USING DIPHTHONGS**

Distribute copies of Worksheet One and ask teachers to look at Section A. Ask teachers to make sentences using these expressions of place - each of which has a diphthong:

| | | |
|---|---|---|
| here | there | everywhere |
| beside | behind | over |
| out | outside | by |

**ACTIVITY TWO: READING SYMBOLS**

Ask teachers to work in pairs or threes and look at Section B.

1. They should read the words aloud to each other. One of them should then write down the words in normal script.

2. When most have finished, go through the words together. Ask individual teachers to say the words in turn. Then choose teachers to write the normal spellings of the words on the board.

3. Tell teachers to put away their notes and look again at Section B of the Worksheet. Call numbers at random and allow only two or three seconds before designating an individual teacher to say the word.

The words are :

| | | | | | |
|---|---|---|---|---|---|
| 1 | bite | 2 | boys | 3 | post |
| 4 | found | 5 | eight<br>ate | 6 | cure |
| 7 | five | 8 | own | 9 | oil |
| 10 | ice | 11 | hear<br>here | 12 | hair |
| 13 | poor | 14 | faces | 15 | shine |
| 16 | appear | 17 | care | 18 | by |
| 19 | road<br>rowed | 20 | now | 21 | pear<br>pair |

**ACTIVITY THREE: WRITING SYMBOLS**

By now teachers should not need to refer to the reference section (Part C) of the Worksheet, but they may if they find it necessary.

Explain that you will call a short word which has a diphthong. They have to write only the diphthong, in phonetic script. Get one teacher to write his symbol on the board each time and have the teachers themselves correct immediately. If you wish, write the key word given afterwards, so that your board will look like this:

| SYMBOL | KEY WORD |
|---|---|
| ɔɪ | noise |
| eə | where |
| eɪ | way |
| ɪə | fear |
| aʊ | now |
| aɪ | why |
| əʊ | toe |
| ʊə | pure |

Note: Remember that teachers should write the symbol before the word is written in normal script.

**RESERVE ACTIVITY : WORDS IN THE TEXT BOOK**

Write the symbols for the diphthongs, one by one. Get teachers to give words from their text books which have the same diphthong. Make them pay special attention to pronunciation of the diphthongs.

**END OF SESSION ONE**

**WORKSHEET ONE**

| A | | | |
|---|---|---|---|
| | here | there | everywhere |
| | beside | behind | over |
| | out | outside | by |
| | inside | below | near |

| B | | | |
|---|---|---|---|
| | 1 baɪt | 2 bɔɪz | 3 pəʊst |
| | 4 faʊnd | 5 eɪt | 6 kjʊə |
| | 7 faɪv | 8 əʊn | 9 ɔɪl |
| | 10 aɪs | 11 hɪə | 12 heə |
| | 13 pʊə | 14 feɪsɪz | 15 ʃaɪn |
| | 16 əpɪə | 17 keə | 18 baɪ |
| | 19 rəʊd | 20 naʊ | 21 peə |

C

**DIPHTHONGS**

| | |
|---|---|
| eɪ play | eye aɪ |
| ɔɪ boy | no əʊ |
| aʊ now | near ɪə |
| eə hair | newer ʊə |

**Do not write on this sheet**

**Do not take it away**

SESSION TWO PART ONE

30 minutes

**INTEGRATION: CONSONANTS AND VOWELS**

Teachers have now met and practised all of the sounds and phonetic symbols of Standard Educated English (R.P.). This standard is the one used in most British dictionaries. In a few moments teachers will be given a recommendation for a good, all-round dictionary and for books by means of which they themselves can continue to improve their own pronunciation.

Semi - vowels: Gliding Consonants

Three consonants have been met, and used, which are somewhat special. They are special because they are known as 'gliding consonants' (on board). Indeed, some phoneticians call them semi-vowels (on board) because of their quality. They can all be called consonants because there is an element of restriction offered to the flow of air. Yet, they have something of the quality of vowels, in that the mouth is open and the sound can be continued freely. The three sounds (red, yes, and we) are represented by the three symbols (on board):

| r | j | w |
|---|---|---|

We will now look at each of these sounds separately.

1. / r / Ask teachers to try to hold the / r / sound for as long as possible. They will probably find it difficult but this is because they will try to make an Arabic, flapped R rather than the English sound which is altogether different.

   It is made as a hum. The tip of the tongue is curled back and up; it does not quite touch the roof of the mouth, so sound can escape continuously : The tongue should only move as the following vowel (always a vowel in Standard English) is begun.

   However, in all of the different varieties of English, there are many different r-sounds, so teachers should not worry if they cannot produce the exact sound used in R.P. The Egyptian variety is both comprehensible and acceptable.
   The real danger of the r-sound is over-use. In R.P. (unlike American English) it is never pronounced at the end of a word (car, teacher) or before a consonant (turn, corn). It

is only pronounced when it is between vowels (hurry, very) or when it is linked to a following vowel, e.g. (on board):

| | | | |
|---|---|---|---|
| four | or | five | /fɔ:r ɔ: faɪv/ |
| pair | of | shoes | /peər əv ʃu:z/ |

It presents no problem as a symbol and it is always represented by the letter r in writing.

2. / j / This sound is often heard in places where there is no letter to show its presence in normal writing. In phonetic script we must show its presence, e.g.(on board):

| | |
|---|---|
| beauty | bju:ti |
| few | fju: |
| Tuesday | tju:zdi |

3. / w / This sound is almost always represented in normal writing as a 'W' or as a 'U' (after q). Like the /r/ sound above, it is often heard as a linking sound - even though it may not be written, e.g. (on board):

| | | | |
|---|---|---|---|
| Who | are | you? | /hu:w ə ju:/ |
| How | are | you? | /haʊ w ə ju:/ |

**SUMMARY**

1. Distribute the Handout. Tell teachers that the 44 symbols are given here as they appear in the reference pages of any good dictionary. They will be able to use this sheet to check on the pronunciation of any new words, so they should keep the handout carefully.

2. Go through the handout quickly, drawing attention to any 'strange' symbols.

3. Ask teachers to write down the titles of the following pronunciation guides, all of which use the IPA system:

.1 If they wish to buy a dictionary in which to check both the meaning (simply explained) as well as the pronunciation of strange words, they should get any Longman's dictionary. Particularly good - because it also gives many examples of a word in use and because it is available in a local, cheap edition is (on board ):

| Longmans Dictionary of Contemporary English |
|---|

.2 For teachers who wish to practise their phonetics and improve their pronunciation in their own time, at home, there is a small book which is simple to use alone. It also gives paired contrasts (e.g. tin - ten - tan - ton - town - tone - torn, etc.) which can be used in school to practise pronunciation.

The book is called (on board):

English Pronunciation Illustrated
by John Trim
pub : Cambridge University Press

.3 A more advanced book - good for senior teachers - deals with phonetics and pronunciation in considerable depth. It also deals with stress and intonation:

Better English Pronunciation
by J. D. O'Connor
pub: Cambridge University Press

Finally
Remind teachers to learn all of the symbols by heart, and to use their new knowledge to check on their own pronunciation.

**END OF PART ONE**

## SESSION TWO PART TWO

90 minutes

### ACTIVITY ONE : READING SENTENCES

Distribute copies of Worksheet Two, and ask teachers to look at Section A. It contains ten sentences (from Welcome to English). Look at them one by one with the teachers, then choose teachers to read each one aloud, in a <u>naturally</u> spoken way. Draw attention to problems of pronunciation. Obviously, the model given is only one of several possible correct versions. These are the sentences on the Worksheet:

1. <u>This</u> <u>basket</u> was made in Egypt.
2. <u>Chairs</u> are made by <u>carpenters</u>.
3. When Sabry <u>travels</u> he <u>takes</u> his <u>puppets</u> with him.
4. He <u>used</u> to have a <u>moustache</u>.
5. Uncle Salim has just <u>finished</u> <u>fishing</u>.
6. Which <u>sign</u> means that <u>people</u> must be <u>quiet</u> <u>here</u>?
7. <u>Ask</u> your <u>friend</u> how <u>old</u> she is.
8. <u>Read</u> <u>these</u> <u>sentences</u>. Then read the story <u>quickly</u> and say if they are <u>true</u> or <u>false</u>.
9. You can <u>wash</u> it and the <u>colours</u> <u>won't</u> <u>change</u>.
10. When I <u>asked</u> him what he was <u>called</u>, he <u>said</u> his name was <u>John</u> <u>Smith</u>.

### ACTIVITY TWO: USING A DICTIONARY

1. To demonstrate to teachers how the dictionary will help their pronunciation, ask them to look at the words in section B of the Worksheet. They may like to <u>guess</u> how each word (most should be unknown) is pronounced.

2. One by one, write the phonetic symbols (below) on the board and let teachers try to pronounce the words. This time their pronunciation should be correct.

   The script has been copied from Longmans Dictionary of Contemporary English.

| | | |
|---|---|---|
| 1 | ənemənɪ: | (a flowering plant) |
| 2 | bel letrə | (beautiful literature) |
| 3 | ʃægrɪn | (disappointment) |
| 4 | delju:dʒ | (flood) |
| 5 | gaɪl | (cunning intelligence) |
| 6 | hɪm | (religious song) |
| 7 | aɪənmʌŋgə | (man who sells metal goods) |
| 8 | lɔ:dəbl | (deserving praise) |
| 9 | taɪm | (a herb for cooking) |
| 10 | θwɔ:t | (to defeat someone's plan) |

**ACTIVITY THREE: WRITING WORDS**

At this point ask teachers to use their Handout. Referring to it if necessary, they should try to write the words, in Section C of the Worksheet, in phonetic script. Deal with each word one at a time in this way:

1. Say a word and let teachers repeat it quietly.
2. Ask teachers to try to write the word in phonetic script.
3. Choose one teacher to write his version on the board, in phonetic script. Other teachers should suggest corrections if necessary and correct their own work.

Together these words use <u>every</u> symbol of the IPA alphabet.

Answers: Section C, Worksheet Two:

| | | |
|---|---|---|
| 1 pɪk | 2 bi:n | 3 fɔ:l |
| 4 dæʃ | 5 geɪm | 6 tʃɪə |
| 7 dʒa: | 8 vɪzɪt | 9 θaɪ |
| 10 ðə | 11 s3: | 12 haʊ |
| 13 reə | 14 jʌŋ | 15 wʌn |
| 16 tu: | 17 lʊk | 18 hedʒ |
| 19 ələʊn | 20 ənɔɪ | 21 pjʊə |

**END OF MODULE**

**WORKSHEET TWO**

A
1. This basket was made in Egypt.
2. Chairs are made by carpenters.
3. When Sabry travels he takes his puppets with him.
4. He used to have a moustache.
5. Uncle Salim has just finished fishing.
6. Which sign means that people must be quiet here?
7. Ask your friend how old she is.
8. Read these sentences. Then read the story quickly and say if they are true or false.
9. You can wash it and the colours won't change.
10. When I asked him what he was called, he said his name was John Smith.

B

| | | | |
|---|---|---|---|
| 1 | Anemone | 2 | Belles -lettres |
| 3 | Chagrin | 4 | Deluge |
| 5 | Guile | 6 | Hymn |
| 7 | Iron-monger | 8 | Laudable |
| 9 | Thyme | 10 | Thwart |

C

| | | | | | |
|---|---|---|---|---|---|
| 1 | pick | 2 | bean | 3 | fall |
| 4 | dash | 5 | game | 6 | cheer |
| 7 | jar | 8 | visit | 9 | thigh |
| 10 | the | 11 | sir | 12 | how |
| 13 | rare | 14 | young | 15 | one |
| 16 | two | 17 | look | 18 | hedge |
| 19 | alone | 20 | annoy | 21 | pure |

NOTE: There are no capital letters in phonetic script.

There are no double consonants.

## HANDOUT: ENGLISH PHONETIC SYMBOLS (IPA)

| Consonants | | Vowels | |
|---|---|---|---|
| Symbol | Key word | Symbol | Key word |
| p | pen | iː | sheep |
| b | back | ɪ | ship |
| t | tea | e | bed |
| d | day | æ | bad |
| k | key | ɑː | farm |
| g | gay | ɒ | pot |
| tʃ | cheer | ɔː | port |
| dʒ | jump | ʊ | put |
| ʃ | sheep | uː | who |
| v | view | ʌ | cup |
| θ | thing | ɜː | her |
| ð | then | ə | banana |
| s | soon | eɪ | make |
| z | zero | əʊ | nose |
| f | fish | aɪ | time |
| ʒ | beige | aʊ | town |
| m | mum | ɪə | here |
| n | now | eə | hair |
| ŋ | ring | ʊə | pure |
| l | like | | |
| r | red | | |
| j | yes | | |
| w | white | | |

**MODULE 21: HOMEWORK**

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**SESSION ONE**

Part One
Discussion: Homework — 30 minutes

Part Two
Missing letters
New words from old
Same ending
Rhyming words
Reserve activity: Picture spelling — 90 minutes

**SESSION TWO**

Part One
Written homework — 30 minutes

Part Two
Worksheet tasks
Designing worksheets — 90 minutes

**CONTENTS**

1 Worksheets

There are two Worksheets. Enough copies should be made to give to every teacher on the course.

2 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

Note:

For some of the activities in Session One Part Two and Session Two Part Two, teachers should have copies of Welcome to English, Books I, II or III for reference. You will need one copy for every four or five teachers on the course.

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To show teachers how to set and correct homework easily.

2. To introduce teachers to a range of simple homework activities.

Many teachers avoid setting homework because they feel it is impractical in a large class and creates too much extra work for themselves. This module shows how homework can be easily set and marked, and become a useful and enjoyable activity for the pupils.

The first Session of the module deals with very simple types of homework, which can be used with beginners and require very little preparation by the teacher.

The second Session shows how to use Worksheets for homework activities. These techniques are still simple, but require a certain amount of planning and collaboration by teachers.

The workbooks of Welcome to English contain a wide range of writing exercises that can be started in class and finished at home. This use of the workbook as a source of homework tasks is discussed in module no. 25 in this volume, Writing Activities, and is not dealt with here.

This module aims to give teachers ideas for homework tasks outside the exercises included in Welcome to English. Many of these activities are concerned with basic reading and writing skills, and further develop techniques introduced in the modules on Introducing Reading (24) and Teaching Handwriting (23) included in this volume.

The use of Worksheets is developed in the Level 4 module: Making and Using Workcards (44).

SESSION ONE PART ONE

30 minutes

**DISCUSSION : HOMEWORK**

Ask the teachers the questions below, and encourage as much discussion as possible. Try to elicit the answers (suggested after each question) from the teachers.

1. Why set homework at all?

   i) To increase the amount of exposure to English. A prep school pupil has about 200 hours of English in three years. An English child in a natural environment uses English for 200 hours in about two weeks. Obviously we must try to increase the pupil's amount of exposure to English by giving work to do outside the class.

   ii) To give pupils a chance to revise or consolidate what they have learnt in the class.

   iii) Most important of all - to give pupils the habit of working on their own, without the teacher.

2. How often should we set homework?

   i) Homework should be set regularly, so that it becomes a habit; but not so often and so much that pupils see it as something difficult and unpleasant.

   ii) Exactly when to set homework depends on the school and on the age of the pupils. Possible patterns:

   - half an hour's homework, once or twice a week, or:
   - a very short homework, almost every day.

3. What kind of homework should we set?

   i) Homework should be easy for the teacher - both to set and to mark. Teachers are much too busy to spend hours marking books.

   ii) It should be fairly easy for the pupils. They should be able to do it without making a lot of mistakes.

   iii) It should be useful, and connected with the lesson in class.

   iv) Pupils should enjoy doing it. This will increase their motivation to learn English.

Summarise the discussion by pointing out these characteristics of good homework:

- It doesn't create extra work for the teacher.
- It gives pupils a chance to learn outside the class.
- It is enjoyable.
- Pupils can do it easily with little chance of error.
- Marking can be done in class and gives the pupils extra practice.
- It is done regularly so that it becomes a routine, but not so often that pupils resent it.

Point out that teachers often give as homework the instruction:

"Prepare tomorrow's lesson", or "Learn what we have done today", without giving any indication of how to prepare or how to learn. Although this can sometimes be useful, this module concentrates on other homework activities.

Tell teachers that the aim of this training session is to give them a "bank" of ideas - a list of activities which:

i) can be given with very little preparation by the teacher;

ii) will give the pupils a few minutes' enjoyment working with English;

iii) can be quickly marked afterwards in class.

**END OF PART ONE**

SESSION ONE PART TWO

90 minutes

In this part of the session you will show teachers four homework activities in which the pupils only have to write single letters or words. There is also one Reserve Activity, to be done if there is time.

Each of the activities follows these three stages:

.1 Explanation of how the activity works, and how to mark it.

.2 Demonstration, using the teachers as pupils.

.3 Practice. Working in groups, teachers make up a similar activity of their own. Then one teacher from each group demonstrates the activity, with the other teachers acting as pupils.

**ACTIVITY ONE: MISSING LETTERS**

Explanation. Teacher picks a few key words from a lesson (or from earlier lessons, as revision). He writes the words on the board but with one, two or even three letters missing, depending on the level of the class. At home, the pupils have to write the words in full, finding the missing letters.

Marking is done in class the next day. Pupils exchange their exercise books or papers and mark each other's work. Then the teacher asks pupils to spell the words.

Demonstration

1. Write the "theme" on the board, and the words with missing letters:

| | Family | |
|---|---|---|
| c-us-n | si-te- | -r-th-r |
| --nt | u--le | p-r-n-s |

Teachers try to do the "homework" by writing the words in full.

2. Ask teachers to exchange papers with the person next to them and mark each other's work. Then ask volunteers to spell the words aloud.

<u>Practice</u>
1. Divide the teachers into groups of four or five. Either ask each group to look at a different lesson from the textbook, or give each group <u>one</u> of these themes:

| | |
|---|---|
| Transport | Home |
| Classroom | Occupations |
| Food and drink | Fruit and vegetables |

Give two or three minutes for them to prepare a list of about six words, with letters missing.

2. Ask one teacher from each group to come to the board, and set and mark the homework.

**ACTIVITY TWO: NEW WORDS FROM OLD**

<u>Explanation</u>. Teacher takes any long word from that day's lesson and asks pupils to make as many new words as possible from the letters of that word. Pupils should be sure that they know the <u>meaning</u> of all the words they write.

<u>Marking</u>. Pupils exchange books to check each other's work. Then they call out the words and spell them, and the teacher writes them on the board. The teacher can check that pupils know what the words mean by asking them to put each word into a sentence.

<u>Demonstration</u>
1. Write on the board:

| father |
|---|

Give two minutes for teachers to write down new words:

e.g. far, the, he, fat, rat, tea, hat, tear, etc.

2. Ask teachers to exchange papers and mark each other's work. Then ask them to call out the words and spell them. Write them on the board.

<u>Practice</u>
1. Divide the teachers into their groups again. Each group should think of a fairly long word (at least six letters) which is suitable for the activity.

2. Ask one teacher from each group (one who has not already demonstrated) to come to the board, and set and mark the homework. They should allow a maximum of one minute for "pupils" to think of words.

**ACTIVITY THREE: SAME ENDING**

Explanation. Teacher chooses a word from that day's lesson and asks the pupils to write six words which end with the same letters. Obviously, the teacher should not choose a word with an unusual ending - words like "desk" or "taxi", for example, would be very difficult, but a word like "father" would be very easy as many English words end in "-er".

Marking is done in the same way as for Activities One and Two.

Demonstration
1. Write on the board:

| long |
|---|

Give one minute for teachers to write down three or more words ending in "-ong".

2. Teachers mark each other's papers, then call out the answers. Possible answers: song, wrong, belong, strong, among, along, etc.

Practice
1. Before beginning the practice, discuss which endings are best for this activity. Point out that many endings in English are common for grammatical reasons:

| e.g. | -er | -est | (comparative and superlative) |
|---|---|---|---|
| | -ing | -ed | (present and past participles) |
| | -ful | -le | (adjectives) |
| | -ly | | (adverbs) |
| | -ion | -ment | (nouns of French/Latin origin) |

Words with these endings can be used for revising grammar. However, other common endings can be used for vocabulary practice:

e.g. -ey -et -ay

2. In their groups, teachers choose a suitable word for the activity.

3. Ask one teacher from each group to set and mark the homework.

**ACTIVITY FOUR: RHYMING WORDS**

Explanation. Teacher writes a word on the board, and also says it clearly. At home, pupils have to write six other words which

rhyme with the word on the board. The activity can be done with words which are likely to have the same spelling:

e.g. get: pupils would probably write met, set, wet, etc.

Or it can be done with words which show different spellings for the same sound:

e.g. bed: pupils might write head, said, dead, red, etc.

This will help to make pupils aware of sound/spelling relationships in English.

Marking. Pupils simply call out their words and spell them. The teacher writes them on the board.

Demonstration

1. Write on the board:

| where |
|---|

Give one minute for teachers to write down other words that rhyme with it (point out that they do not need to have the same spelling).

2. Teachers call out their answers. Write them on the board in columns to show different spellings:

e.g.

| | | |
|---|---|---|
| where | hair | bear |
| there | stair | wear |
| | pair | pear |

Practice

1. In their groups, teachers choose a suitable word.
2. Ask one teacher from each group to set and mark the homework.

**RESERVE ACTIVITY: PICTURE SPELLING**

Explanation This works on the same principle as ancient Egyptian writing. The teacher writes one or two words from that day's lesson on the board. At home, the pupils have to "spell" it in pictures. The first letter of each picture gives the letter of the key word:

e.g. Key word = Hair
Pictures: H (e.g. house)
A (e.g. apple)
etc.

Marking. Dealing with each letter in turn, the teacher asks pupils to say what picture they drew:

e.g. T: What is your first picture, Hassan?

P1: House.

T: Good. Any other pictures?

PP: Hill. Heart. Half. (etc.)

T: What is your second picture, Ahmed?
(and so on).

Demonstration

1. Write any fairly short word on the board. Teachers try to "spell" it in pictures.

2. Go through the answers as shown above.

Practice

Ask one or two teachers to come to the front and demonstrate setting and marking the homework.

**END OF SESSION ONE**

SESSION TWO PART ONE 30 minutes

**WRITTEN HOMEWORK**

1. Tell the teachers that in this session you will show them some ideas for homework which involve writing.

Ask these questions, and try to elicit the answers given after each one.

.1 What is the danger of written homework?

Pupils may write incorrectly, and in doing so learn incorrect English.

.2 How serious are errors made by pupils in their homework?

Very serious if they are major grammatical errors: e.g. "He am big". "We singed a song".

Not serious if they are simple spelling mistakes.

.3 What can we do to avoid pupils making serious mistakes in their homework?

Give exercises in which pupils only write words and phrases they already know, and avoid "essays" and free writing.

.4 How should we mark homework?

If possible, get pupils to mark their own or each other's work. This makes the teacher's work easier, and gives the pupils an opportunity to learn by discovering their own or their friend's mistakes. Pupils can give a mark, or just put ticks and crosses.

2. Tell the teachers that the ideal way to give written homework is by using worksheets. Teachers in a school can co-operate to produce class sets (50 copies) of a worksheet. They can be written or typed and then copied by machine. They can be kept by the senior teacher and made available to all teachers. Pupils should be told not to write on them, so that they can be used again and again.

Discuss the advantages of using worksheets. Make these points:

.1 Once a worksheet has been written, all the teachers can use it for years.

.2 Worksheets make it possible to give longer exercises for homework. Teachers do not have time to write out whole sentences or texts on the blackboard.

.3 Once there is a "bank" of worksheets in a school no more preparation is needed; teachers just borrow copies from the bank.

.4 Worksheets give variety and a change from the textbook.

Tell teachers that for the rest of this session they will practise using worksheets and making their own.

3. Summarise on the blackboard:

REMEMBER

- set homework that you can easily mark in class.
- set homework that is easy and enjoyable for the pupils.
- set homework regularly, so that it becomes a habit.
- if possible, get pupils to mark their own or each other's work.
- join with other teachers to make a set of worksheets for your school.

**END OF PART ONE**

SESSION TWO PART TWO

90 minutes

**ACTIVITY ONE: WORKSHEET TASKS 1 - 4**

1. Give every teacher a copy of Worksheets One and Two. Read through the procedure for Task 1 on Worksheet One and make sure that teachers understand what to do. Give a few minutes for teachers to do the task, then check the answers.

2. Do the same with Tasks 2, 3 and 4.

**ACTIVITY TWO: DESIGNING WORKSHEETS**

1. Look at each Worksheet task in turn, and discuss with the teachers how to design similar activities to give their own classes for homework.

Suggest these ideas yourself:

> Task 1. Teachers could take a text from Welcome to English and change a few words or ideas - just enough so that pupils cannot simply copy from the textbook. Or they could take a Welcome to English dialogue, and write a simple text based on it.
>
> Task 2. Teachers should use words from the textbook which pupils know already, and could make it simpler by using only short words.
>
> Task 3. Any sentence patterns taught in Welcome to English would be suitable.
>
> Task 4. Teachers should use words from the textbook. Suitable themes: family, classroom, rooms, meals, clothes, occupations, countries, weather, etc.

2. Divide the teachers into groups of four or five. Ask each group to look at a different worksheet task. They should design a new worksheet of their own on the same model - it should provide a homework activity which they could give to their own pupils. Go from group to group, giving help where necessary.

3. Ask one teacher from each group to come out and demonstrate their worksheet - either by writing it on the board, or by explaining it orally.

4. If there is enough time, ask each group to design a second worksheet, based on a different model.
Before the teachers leave, give them a copy of the Handout. Give a few minutes for them to read through it, and answer any questions they may have.

Finally, talk to the teachers about the idea of setting up a "bank" of worksheets in their own school. Encourage them to tell their colleagues about it, and to co-operate with them in producing homework materials.

**END OF MODULE**

MODULE 21

**WORKSHEET ONE** **Session Two Part Two**

**TASK 1: FILL THE GAPS**

Procedure. Teacher writes a text, adapted from the textbook. The important items are left blank. At home, the pupils copy the text (they do not write on the worksheet), adding the missing words. If the text is difficult, put the missing words in a list below the text, but in a different order.

Ali's day

Ali gets up every __________ at six o'clock. He washes and puts on his clothes and then he has _________. Next he goes to ______. He goes by __________ because it is too far to walk. After school he goes __________ and has __________. In the afternoon he often plays _________ with his friends. He doesn't go to school on _________.

| | | |
|---|---|---|
| school | bus | Fridays |
| football | breakfast | lunch |
| day | home | |

(Note: The same text could be used with the verbs missing)

**TASK 2: SCRAMBLED WORDS**

Procedure. Teacher chooses a theme (numbers, seasons, shops, games, etc.) and makes a list of words with the letters "scrambled". At home, the pupils write out the list correctly. Two examples are given below. Pay attention to pronunciation when checking the answers.

| SCHOOL | COLOURS |
|---|---|
| E K D S S | K L B C A |
| C T E H A R E | E W T I H |
| K O B O S | R B W O N |
| O R L A C S O M S | L B U E |
| N I C E P L | R D E |
| U L I P P | N E R G E |
| A H C R I | L E Y L W O |
| R E U R L | E N R O A G |

MODULE 21

**WORKSHEET TWO** **Session Two Part Two**

**TASK 3: MATCH THE HALVES**

Procedure. The teacher writes sentences on a theme, and splits them in half. At home, the pupils match the halves together, and write out the sentences correctly. It is important to make sure that all the possible combinations make a grammatically correct sentence.

PROFESSIONS

| | |
|---|---|
| Postmen | make our bread |
| Children | look after sick people |
| Bakers | deliver letters |
| Mechanics | go to school every day |
| Butchers | repair machines |
| Doctors | sell meat |
| Pilots | carry guns |
| Soldiers | fly planes |

**TASK 4: ODD MAN OUT**

Procedure. The teacher writes five items in a list: one is different from all the others. At home, the pupils find the "odd man out", and write down only the four words which are similar.

Note: In some cases more than one answer could be correct. This will lead to useful discussion.

1. Lemon
   Melon
   Carrot
   Orange
   Banana

2. Cat
   Dog
   Snake
   Cow
   Horse

3. Football
   Volleyball
   Tennis
   Chess
   Basketball

4. Car
   Taxi
   Bus
   Train
   Motorbike

**MODULE 21 HANDOUT: HOMEWORK**

## I. SIMPLE HOMEWORK EXERCISES

1. Missing letters. List of words from a lesson or on a topic, with letters missing. Pupils copy the word, adding the missing letters: e.g Family: c-us-n, si-te-. Marking: pupils spell out words, teacher writes answers on board.

2. New words from old. Teacher gives a long word. Pupils make new words from the letters: e.g. father: hat, far, fat, tea. Marking: same as Missing letters.

3. Same ending. Teacher gives a word, pupils have to write other words which end in the same letter: e.g. long: song, wrong, along. Marking: same as Missing letters.

4. Rhyming words. Teacher gives a word, pupils write other words which sound the same (but may have different spelling): e.g. where: hair, there, stair, wear.

   Marking: as for Missing letters.

5. Picture spelling. Teacher gives a short word. Pupils draw a series of pictures to "spell" the word: e.g. hair: pictures of house, apple, insect, rabbit. Marking: pupils call out answers..

## II. HOMEWORK EXERCISES WITH WORKSHEETS

1. Fill the gaps. Teacher gives pupils a text with some words missing. Pupils copy the whole text, adding the missing words. Marking: pupil read out text, teacher writes missing words on the board.

2. Scrambled words. Teacher gives pupils a list of words on a theme with the letters "scrambled" e.g. "ekdss" instead of "desks". Pupils write out the words correctly. Marking: pupils call out the words, teacher writes them on the board.

3. Match the halves. Teacher gives sentences split in half and mixed up. Pupils match the halves together, and write out the sentences correctly.

4. Odd man out. Teacher gives five words - one is different from all the others. Pupils find the one that is different, then copy the other four words.

## MODULE 22: CLASSROOM GAMES

### SESSION ONE

Part One
Discussion: Classroom Games
Number and Word Games — 50 minutes

Part Two
Other number and word games — 70 minutes

### SESSION TWO

Part One
Introduction
Guessing Games — 50 minutes

Part Two
Other games for oral practice — 70 minutes

### CONTENTS

1 Worksheets
There are four Worksheets, two for each Session; each worksheet contains examples of language games to be organised and played by the teachers in the second half of each Session. Enough copies should be made for every teacher on the course, so that they can keep them for reference at the end of the training session.

2 Handouts
There is one handout. Copies should be given for each teacher to take away at the end of the training session.

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To show teachers the value of games for increasing the pupils' interest and focussing attention on the language used.

2. To introduce teachers to a series of simple classroom games.

3. To give teachers practice in using English to organise games in the classroom.

Language learning and teaching can easily become a dull routine. The addition of an unexpected activity in class will increase motivation both for the pupil and for the teacher. It is important for teachers to become familiar with a range of classroom games and realise what language they get the pupils to practise. In this way, teachers will be more flexible, and be able to make full use of any extra time in their lesson.

Some of the games in this module can be found in Welcome to English, e.g. the Guessing Games, while others are included as additional ideas to the activities found in the textbook. Some of these activities are similar to those practised in the module on Homework in this volume.

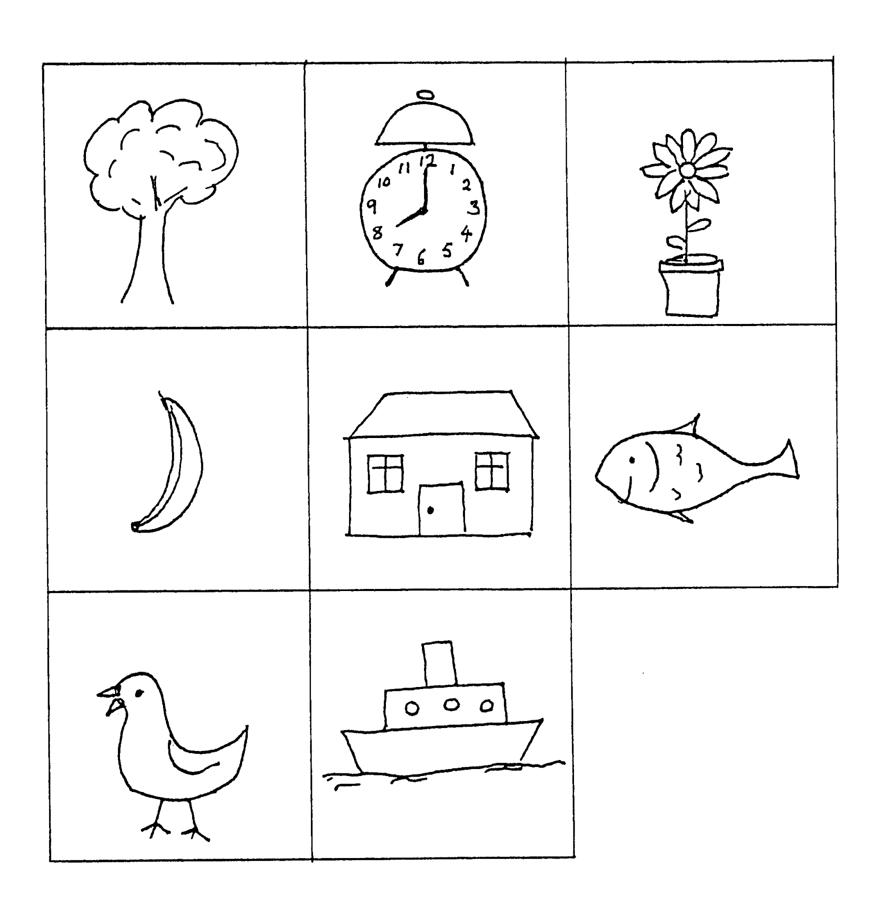
Although classroom games should be fun, this does not mean that they are not serious. On the contrary, games are an invaluable way of providing communicative language practice at all levels, and should therefore be considered an important part of any course of language learning. Further game-like activities are included in the Level Three module Communicative Activities (37).

For further reading, see Shelagh Rixon: How to use games in language teaching. Macmillan 1981.

**PREPARATION:**

For the demonstration of both 'Kim's Game' in Session One Part One and the Guessing Game in Session One Part Two, you will need to bring about eight flashcards into the room, showing pictures of objects or animals which the pupils learn in Welcome to English Book I, e.g. tree, clock, flower, banana, house, fish, bird, ship. The same set of cards can be used for each game.

Examples of pictures to copy are given below:



SESSION ONE PART ONE

50 minutes

**DISCUSSION: CLASSROOM GAMES**

1. First of all explain what we mean when we talk about classroom games:

.1 Any game is a form of play governed by rules. For example, football: kicking a ball around is a form of play. Kicking it between goal-posts and scoring points turns this play into a game.

.2 In the same way, a language game is a form of play governed by rules. The difference is that the skills needed to play a language game are not physical (as in football) but linguistic - that is, the ability to use language effectively.

Tell the teachers that in this module you will discuss different types of language games which can be played in the classroom and which require the pupils to practise and use their English.

2. Ask the teachers: Why use games in class at all?

Encourage as much discussion as possible, and try to elicit the following points:

.1 Pupils enjoy playing games. They are a good way to keep the interest of the class and involve all the pupils, even the weaker ones.

.2 Children naturally play games and they learn their mother tongue partly through games. So games are a natural activity for language learning.

.3 Games are not just for fun. Good classroom games give intensive practice in the language.

.4 Games require the pupils to use their English for a real purpose. They are not just practising language for the sake of practice, but in order to win a game or solve a puzzle.

.5 Games can be played again and again. Once the pupils know them, they are a 'ready-made' activity which needs very little preparation by the teacher.

3. Ask the teachers: When and how often should we use games?

Establish the following points:

.1 Games should not just be seen as an extra activity outside the main lesson. Because they are an excellent way of practising language, they should be used whenever they are appropriate for practising or reviewing language the teacher has recently introduced.

.2 It is also useful, however, for teachers always to have a few games in mind in case there is extra time at the end of a lesson.

**NUMBER AND WORD GAMES**

1. Tell the teachers that in this Session you will introduce them to some simple games which do not require the pupils to produce much language themselves.

The games are of two kinds:

i) Number Games. These can be used for practice or revision of numbers, dates, times and prices.

ii) Word Games. These can be used for work on simple vocabulary, spelling and the letters of the alphabet.

2. Demonstrate the following two games with the teachers, using them as pupils.

GAME 1: 'FIZZ-BANG'

Explain that this is a counting game for Beginners. The pupils count round the class from 1 to 50 (or higher), but whenever they come to a 5, or multiple of 5 (i.e. 10, 15, 20 etc.), they should say 'Fizz' instead of saying the number; and whenever they come to a 7, or multiple of 7 (i.e. 14, 17, 21, 27, 28, etc.), they should say 'Bang'. Whenever a pupil makes a mistake, he is out.

As a 'trial', ask the teachers to count up to 20 round the class, making sure they say Fizz and Bang at the correct places. Then start from 1 again and play the game.

After the demonstration, ask the teachers:
a) what did the game practise?
b) what variations are possible?

Answers: a) Numerals; listening and speaking; mathematics!
b) Multiples of other numbers, or just one number.

GAME 2: KIM'S GAME (REMEMBERING)

(For this game you will need the flashcards suggested in the notes under Preparation on page iii of the module).

Tell the teachers that you are now going to demonstrate a word game, for revising vocabulary.

.1 Display your 8 flashcards, showing different objects, on the board. Point to each card and elicit the name of the object from the teachers.

.2 Tell the teachers to look at the cards on the board for 30 seconds and try to remember them all without writing them down.

.3 Remove the cards from the board and put them face down on the table. Then tell the teachers to work in pairs and write down the names of all the objects they can remember.

.4 When they have finished ask a few pairs to read out their lists.

.5 Finally put the flashcards back on the board and let the teachers compare their lists with the pictures. The pairs who have remembered all the words and written them correctly are the winners.

After your demonstration, ask the teachers these questions:

a) What did the game practise?
b) What variations are possible?
c) What level of learner is it suitable for?

Suggested answers:

a) Vocabulary; listening, speaking, writing: memory training.

b)
- More cards, fewer cards, different objects.
- Objects displayed on a table and then covered with a cloth, rather then flashcards. This is possible provided all the pupils can see the objects. It might be difficult in large classes.

c) Any level at Prep stage, depending on the words used.

**END OF PART ONE**

SESSION ONE PART TWO 70 minutes

There is one activity in this part of the Session, in which the teachers practise other number and word games.

The activity is in two stages:

.1 Teachers sit in groups. Each group looks at a different game and works out how to play it.

.2 One teacher from each group demonstrates their game to the other teachers.

**ACTIVITY ONE: OTHER NUMBER AND WORD GAMES**

1. Divide the teachers into five groups and give out copies of Worksheets One and Two to each teacher.

2. Give each group one game from the Worksheets to look at. (Game 1 for Group 1, Game 2 for Group 2, etc). Tell the groups to read the instructions for the game they have been given, and make sure they all understand how it is played. If you like, let them quickly 'try out' their game in their group.

3. Ask one teacher to come out in turn and demonstrate their game. The rest of the teachers act as pupils.

**END OF SESSION ONE**

MODULE 22

WORKSHEET ONE Session One Part Two

GAME 1 SECRET MESSAGES

1. All the pupils write out the alphabet, writing a number under each letter. The teacher tells them what range of numbers to write: it could be 1 to 26; or 2,4,6...to 52; or 10,20,30... to 260. So the pupils will have something like this:

| A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

2. The teacher spells out a message, but using numbers instead of letters. A space between words is indicated by 'zero'. So the message 'MEET ME IN CAIRO' would be:

   13-5-5-20-0-13-5-0-9-14-0-3-2-9-18-15.

3. Pupils try to follow the message. When a pupil thinks he understands it, he calls it out.

GAME 2 CATEGORIES

1. The teacher draws a set of boxes on the board: 4 down, and 4, 5 or more across. Pupils copy it.

2. The teacher writes the name of a pupil across the top to fit the number of squares. He writes different 'categories' down the side, e.g. transport, weather, food, family.

3. Pupils have to complete the squares with words:

| e.g. | A | H | M | E | D |
|---|---|---|---|---|---|
| FAMILY | aunt | | mother | | |
| FRUIT | apple | | melon | | date |
| FURNITURE | armchair | | mat | | door |
| CLOTHES | | hat | | | dress |

4. The pupil with the most correct words wins.

MODULE 22

WORKSHEET TWO — Session One Part Two

GAME 3 — HANGMAN

1. Teacher secretly thinks of a word (e.g. SCHOOL) and draws lines on the board to show how many letters it has:
   e.g. _ _ _ _ _ _ (= 6 letters)
2. Pupils try to guess the letters of the word: if a pupil guesses a letter that is in the word, the teacher adds it on the board:
   e.g. Pupil suggests 'C'
   Teacher writes: _ C _ _ _ _
3. Every time a pupil guesses a letter which is not in the word, the teacher adds one more piece to a picture of a hanging man on the board. The picture is built up piece by piece like this:

(i) (ii) (iii) (iv) (v) (vi) (vii) (viii)

The pupils must try to guess the word before the picture is complete.

GAME 4 — THINK OF A WORD

This is a game of word association. Often when we hear one word, we think of another. Sometimes the new word has a similar meaning, sometimes an opposite meaning (e.g. hot-cold, father-mother, water-river).

1. Teacher prepares a list of ten words which have easy associations. He reads out each word, and gives pupils a few seconds to write down the first word that comes to mind.
2. Teacher checks answers one by one:
   e.g. T: I said 'SEA'. What did you write, Mohamed?
   There will be several different answers (e.g. blue, water, cold, swim, ship, etc.). Write them quickly on the board.
3. The teacher can give the pupils 'points': 1 point if a pupil has written something; 2 points if no one else wrote the same word. The pupil with the most points wins.

GAME 5 — NEW WORDS FROM OLD

1. The teacher writes any long word on the board (e.g. FATHER).
2. The pupils have 2 or 3 minutes to write as many new words as possible, using only the letters of the word on the board. A letter may not be used more than once.
   e.g. from FATHER: far, the, fat, hat, heat, he, etc.

Note: A version of this exercise which can be given for homework is included in the module 'Homework' in this volume.

SESSION TWO PART ONE

50 minutes

**INTRODUCTION**

1. Discuss each of the games that the teachers tried out in Session One. Ask these questions:

.1 What language did the game practise?
.2 Which of the four language skills (listening, speaking, reading, writing) did the game develop most?
.3 Did they find the game useful? If so, when would they use it and for what level of class? Could the game be played more than once? If so, how often?

2. Point out that even simple games need to be 'organised' in some way: the teacher has to explain the game, and give instructions to the pupils.

Ask the teachers: Can the teacher do this in English, or does he need to use Arabic? Establish these points:

.1 At first it will probably be necessary to use some Arabic when explaining the rules of a game. But always give the instructions in simple English at the same time. Classroom instructions are an excellent source of listening comprehension practice, and pupils should be given exposure to this from the very beginning.

.2 It is usually very useful to give an example of how a game is played to help make the instructions clearer.

.3 The more often the children play games the more familiar they will become with the language of instruction the teacher commonly uses to organise such activities.

Try to elicit from the teachers some of the expressions they might use when organising games. For example:

Getting Attention
All right, pay attention!
Listen carefully, everybody!

Announcing
We're going to play a game.
Let's play a game.
Would you like to play a game?

Organising
Open your books.
Have you all got a pencil/piece of paper?
Copy this/ Write this down in your books.
Can you guess/Try to guess...

Try to elicit other useful expressions from the teachers, and build up a list on the board.

3. Tell the teachers that in this Session you will show them some games which give the pupils practice in speaking.

**GUESSING GAMES**

1. Ask the teachers if they know what a guessing game is, and if they can give any examples from 'Welcome to English'.

Answer: A game where one or more pupils do not know what the others are thinking, doing, holding, etc. and have to find out by asking questions.

2. As an example, demonstrate the guessing game from 'Welcome to English' I, Unit 4 Lesson 4a (SS page 22), using the same set of flashcards you used for Kim's Game in Session One. Follow these steps:

.1 Show the flashcards to the whole class and elicit the names of the objects.

.2 Put all the flashcards on your table. Ask two teachers to come to the front. One teacher (T1) stands in front of the table so that he cannot see the cards. The other teacher (T2) stands behind him and holds up a card so that the rest of the class can see it.

.3 Tell the teacher who cannot see the cards to ask questions to the class to find out what it is. For example:

T1 Is it a banana?
C Yes it is. Well done!/ No it isn't. Try again!

.4 When he or she has guessed it, ask two more teachers to come to the front and play the game.

3. At the end of the demonstration, ask the teachers these questions:

.1 What language did this game practise?

Answer: Yes/no Question form: 'Is it a......?'
Short answers: 'Yes it is/ No it isn't.'
Vocabulary previously introduced.

.2 Did the 'pupil' who was asking the questions know the answers?

Answer: No. He had to ask real questions in order to find out what the other 'pupil' was holding. This was therefore a genuine exchange ofinformation; real communication was taking place, even though it was at a very basic level.

.3 What other pictures, apart from pictures of objects, could be used?

Suggestions: Actions (e.g. to practise 'Is she running/jumping/ walking?' etc.)
Occupations (to practise 'Is he a doctor/soldier/ farmer?' etc.)

4. Point out that one can of course play guessing games without using flashcards. The teacher, or another pupil, can simply think of an object or occupation, etc. which the class have to guess.

As an example, explain how the game 'I Spy' is played:

.1 The teacher secretly chooses an object that can be seen in the classroom, and says: "I spy with my little eye something beginning with ...." (the first letter of the word - so if the word is 'drawer', he says '...something beginning with D').

.2 The pupils try to guess by calling out words. The pupil who guesses correctly comes to the front and chooses another object for the others to guess.

Demonstrate the game by choosing an object and getting the teachers to guess what it is. When a teacher guesses your object, ask him to come out and choose an object for the others to guess.

Point out that, as this game takes only a few minutes, it can be played when there is time to spare at the end of a lesson. It provides a lot of useful vocabulary revision in a short time.

**END OF PART ONE**

## SESSION TWO PART TWO

70 minutes

In Activity One in this part of the session the teachers practise other games for oral practice. The activity is in two stages:

.1 Teachers sit in groups. Each group looks at a different game and works out how to play it.

.2 One teacher from each group demonstrates their game to the other teachers.

### ACTIVITY ONE: OTHER GAMES FOR ORAL PRACTICE

1. Divide the teachers into five groups and give out copies of Worksheets Three and Four to each teacher.

2. Give each group one game from the Worksheets to look at. (Game 1 for Group 1, Game 2 for Group 2, etc.). Tell the groups to read the instructions for the game they have been given, and make sure they all understand how it is played. If you like, let them quickly 'try out' their game in their group.

3. Ask one teacher from each group to come out in turn and demonstrate their game. The rest of the teachers act as pupils.

4. After each game, discuss what language it practised and whether the teachers found it useful.

### RESERVE ACTIVITY: I SPY IN THE PICTURE

Get the teachers to look at any picture in their textbooks. Play 'I Spy' again, but this time choosing things visible in the picture.

END OF MODULE

MODULE 22

**WORKSHEET THREE** **Session Two Part Two**

GAME 1 I WENT SHOPPING (from Welcome to English II, 7:7)

1. Teacher says: 'I went shopping and bought..(e.g. some carrots).'
2. He chooses a pupil, who has to add another item:
   e.g. 'I went shopping and bought some carrots and some soap.'
3. He chooses a third pupil, who adds a third item:
   e.g. 'I went shopping and bought some carrots, some soap and a bottle of oil.'
   and so on, until a pupil cannot remember the list.

An alternative version: Play the game, building up the list in alphabetical order:
e.g.I went shopping and bought some apples.
I went shopping and bought some apples and a ball.
I went shopping and bought some apples, a ball and a cat
etc.

GAME 2 WHISPER

1. The teacher whispers a message (e.g. 'I'm going to Qena next week.') to each pupil in the front row.
2. These pupils turn round and whisper the message to the pupil behind them. They whisper it to the row behind them, and so on until the messages reach the back row.
3. The pupils in the back row stand up and say the message. Often it is quite different from the original.

Note: The teacher can either whisper the same message to each pupil in the front row, or he can use several different messages.

GAME 3 SIMON SAYS

1. The teacher gives commands to the class, some preceded by the words 'Simon says', others not. The class obey only the commands with 'Simon says'. Thus if the teacher says 'Touch your noses', nobody does anything, but if he says 'Simon says touch your noses', everybody does it. Those who make mistakes drop out. The last one left is the winner.
2. Give the class about a minute to prepare a sequence of commands themselves, which the pupils can all do without moving from their desks (e.g. 'Raise your left hand', 'Cover your face' etc.).

3. Ask one pupil (the winner of the previous game) to come to the front and be 'Simon'. He should give the commands, until one pupil is left in the game. Then ask that pupil to come to the front, and so on.

WORKSHEET FOUR — Session Two Part Two

GAME 4 TWENTY QUESTIONS (from Welcome to English III, 8:2a)

1. The teacher secretly thinks of a word:it may be anything - something to eat, a classroom object, an article of clothing, an animal, etc. It should of course be a word the pupils know.

2. The pupils try to guess the word by asking Yes/No Questions.
   e.g. 'Can we eat it?'
   'Is it a fruit? Is it a vegetable?' etc.
   They cannot ask more than 20 questions.

3. The pupil who finally guesses the word comes to the front and thinks of a word for the others to guess.

Note: The teacher or pupil who has thought of the word can give a few clues if the class are having difficulties guessing:
   e.g. 'You can find it in the desert.'
   'It begins with the letter P.' etc.

GAME 5 WHAT'S MY LINE

This is another guessing game, similar to 'Twenty Questions'.

1. The teacher thinks of a job or profession (e.g. doctor, farmer, actor, teacher, etc.)
2. The pupils try to guess what it is by asking 'Yes/No' questions like 'Do you work indoors?', 'Do you earn a lot of money?' etc. They continue until they discover the job.
3. The pupil who finally guesses the job comes to the front and thinks of another job or profession for the others to guess.

MODULE 22 HANDOUT: CLASSROOM GAMES

A. Why use games in the English class?

- they give pupils good language practice.
- the practice is purposeful: pupils want to win the game, or solve a puzzle.
- some games (e.g. guessing games) require communicative use of English.
- games are enjoyable, and good for the pupils' motivation.
- they are a natural activity for language learning: children learn their mother tongue partly through games.
- they can be played again and again, and need little preparation or explanation once the pupils already know them.

B. Some examples of language games used in this module:

1. Number and Word games

Fizz-Bang
Kim's Game
Secret messages
Categories
Hangman
Think of a word
New words from old

2. Games which practise speaking

Guess the object on the flashcard
I Spy
I went shopping and bought...
Whisper
Simon Says
Twenty Questions
What's my line?

**MODULE 23: TEACHING HANDWRITING**

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**SESSION ONE**

Part One — 60 minutes
Teaching handwriting
Demonstration: Teaching a new letter

Part Two — 60 minutes
Teaching practice
Reserve activity: Writing simple cursive

**SESSION TWO**

Part One — 40 minutes
Joining letters
Copying words

Part Two — 80 minutes
Letter combinations
Delayed copying
Reserve activity: Pupils' own names

**CONTENTS**

1. Handouts
   There are two Handouts. Copies should be given to every teacher to take away at the end of the training session.

2. Role Cards
   There are two sets of Role Cards, to be used in Part Two of each Session. You should make two photocopies of each set, and cut them up before the training session. They should be returned afterwards so that they can be used again. If possible, mount the Role Cards on pieces of card, so that they can be used many times.

There are no Worksheets in this module.

Note: For Session One Part One, teachers will need copies of Welcome to English I Workbook.

For the demonstration of Delayed Copying in Session Two Part One, you will need a set of Word Cards. You should make these before the session.

For the teaching practice in Session Two Part Two, teachers will need to make their own Word Cards. You should provide a piece of typing or duplicating paper for each teacher, and at least one felt-tip pen between every five teachers on the course.

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To make teachers aware of the basic principles of teaching handwriting.

2. To show the importance of teaching handwriting systematically and from the earliest stages.

3. To give appropriate techniques for teaching pupils to form individual letters and to join letters together.

4. To show teachers how to use basic reading and writing skills to reinforce each other.

It is very important for pupils to learn to write clearly and fluently, and this is a skill which can and should be developed at the earliest stages of learning English. This module shows them how to do this adequately and effectively, reinforcing and building on the approach adopted in Welcome to English.

The style of handwriting recommended is "simple cursive", i.e. with letters joined but retaining the same basic shapes as in printing. This is the style of writing now used by most adults in Britain and taught to British school children. It is also the style of writing taught in Welcome to English. It is now generally accepted because it is much easier to learn than the "old-fashioned" full cursive style, which many children found very confusing.

Session Two of the module shows how Word Cards can be used for writing as an extension to a reading activity. It draws on techniques which are introduced in Module No. 24 in this volume: Introducing Reading.

60 minutes

## SESSION ONE PART ONE

### TEACHING HANDWRITING

Tell the teachers that before they begin teaching their pupils to write, they must decide three things:

i) When to start teaching handwriting, and how much time to spend on it;

ii) What style of handwriting to teach;

iii) What order to introduce the letters and numbers in.

1. When to start?

Ask the teachers their opinion, and make these points yourself:

.1 Pupils should begin learning how to form numbers and letters as early as possible. Pupils must learn to write well from the start, and this means plenty of practice in forming letters and words. This sort of practice is included in the Workbook of Welcome to English Book I and it starts at Unit One.

.2 Learning to write early will not interfere with other skills. On the contrary - it will help them in reading, and help them to remember words.

.3 Writing should be practised a little and often - a few minutes at the beginning or end of the lesson, several times a week. Teachers can find time for this if they start early in the first term.

2. What style to teach?

Show these sentences on the blackboard or overhead projector:

1) It costs thirty-five piastres.
2) It costs thirty-five piastres.

Ask teachers to tell you the difference between the two styles. Establish that:

.1 In Style (1), the letters are joined, but they keep the same basic shape as in printing. This style is called simple cursive (cursive means "running" or "connected"). Most children in Britain learn this style, and most adults use it.

.2 In Style (2), the letters are joined, and many have different shapes from printing. It is called complex cursive (or "full cursive"). Many people in Britain use it, but in its pure form it is now considered old-fashioned.

Now point out these advantages of learning simple cursive:

.1 It is easier to learn than complex cursive. The basic letter shape is quite clear, and it is easy to see how to join the letters. In complex cursive, the loops make it difficult to see the basic letter shape.

.2 In simple cursive, the letters look like those the pupils read in their books, so reading and writing can help each other. If pupils write in complex cursive, they must learn two alphabets - one for reading and one for writing.

Advise the teachers to teach simple cursive. Point out that this is the style introduced in Welcome to English

3. What order to introduce the numbers and letters in?

a) Numbers

Remind teachers that Welcome to English introduces the English numbers before the letters. Ask them why this might be a good idea.

Possible answers:

.1 Numbers are easy to understand.

.2 They occur on their own and can be immediately used.

.3 The left to right order of writing numbers is the same in Arabic.

.4 Some of the English numbers have similar shapes to Arabic numbers, even if they are not necessarily the same ones. (Ask teachers to tell you which they are).

b) <u>Letters</u>

<u>Welcome to English</u> adopts the following approach:

- vowels are taught first. This is useful as they are common and can be joined with other letters.

- the order for teaching consonants is related closely to the vocabulary the pupils have learnt in the early units. For example, the first three consonants introduced are:

  's', 'y', 'n'

  This allows the pupils to respond meaningfully in activities by writing 'yes' and 'no'. (Remember the vowels have been taught first).

  If there is time, tell the teachers to look through Unit 4 of the Workbook of Welcome to English , and ask them to find out:

  i) which 5 consonants are introduced after 's', 'y' and 'n'.
  ii) a few words and sentences from the Workbook that this enables the pupils to write.

  <u>Answers</u>: i) t,w,h,r,n
  ii) Yes it is
  No it isn't
  What's this?
  It's a .....

  arm, tree
  man, woman

4. <u>What points to focus on</u>?

   Ask the teachers:

   How is the Roman script different from the Arabic one?
   What will pupils find difficult?

As they answer, build up a list like this on the board:

| | |
|---|---|
| 1. | Left to right direction |
| 2. | Writing "on the line" |
| 3. | Shape and size of letters |
| 4. | Joining letters |
| 5. | Capital and small letters |

As you build up the list, talk about each item. Get teachers to suggest what they can do to help pupils.

.1 Left to right direction. Make this clear from the beginning. You can help the pupils get accustomed to writing from the left to the right through various kinds of Pre-Writing exercise.

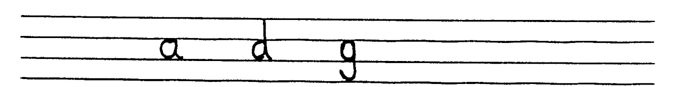
As an example ask the teachers to look at the Pre-Writing exercises in Welcome to English I WB Unit 1, especially:

Unit 1, Lesson 1b, Exercise C (page 2)
Unit 1, Lesson 2b, Exercise C (page 3)

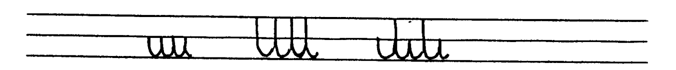
Try to elicit from the teachers what these exercises are designed to help the pupils do, namely:

a) get used to writing from left to right in a straight line;
b) practise some of the basic letter-shapes.

.2 Writing "on the line". To make this clear, always draw lines on the blackboard when you teach new letters. It is best to draw four lines: then you can show which letters go above the line and which go below:




.3 Shape and size of letters. Pupils will find it difficult to form the basic shape of some letters, especially "anti-clockwise" movements. Before you teach a new letter, you can practise making the basic shape: for example, before teaching "i", "u", "l" and "t", practise (from left to right):



If you have time, ask the teachers to look at Unit 3, Lesson 1b of the Workbook for further examples.

.4 Joining letters. How you do this becomes important later. Do not go into it now - you will talk about it in Session Two.

.5 Capital letters. These also become important later, when pupils start writing sentences. So introduce the capital letters with the small letters, but give more practice in forming small letters.

**DEMONSTRATION: TEACHING A NEW LETTER**

1. Demonstrate a technique for teaching pupils how to form a new letter. Use the teachers as pupils.

Follow these steps in your demonstration:

.1 Write the letter "n" on the board, large enough for everyone to see.
Say the *name* of the letter, and ask the class to repeat. Tell them what *sound* it makes, and tell them some *words* it appears in (e.g. man, ten, no, nine).

.2 Show how to make the letter. Write it two or three times, and *describe* the direction: "Look - it starts here - then *down*, *up* , *round* and *down*. See - it stands on the line."

.3 Pupils trace the letter in the air with their fingers, saying the direction words at the same time in chorus. The teacher 'conducts' from the front with his back to the class, so that he is facing the same way as the pupils.

.4 Pupils copy the letter in their books. Move round the class quickly, checking. Ask them to write it several times (separately) along the line, from left to right.

Note: *Welcome to English I* gives the pupils practice in filling in dotted forms of the letters in their Workbooks before they copy them on their own. This gives the pupils a little extra graphic support. Quickly show an example on the board:

2. Now ask teachers to tell you what steps you followed. As they tell you, write this summary on the board:

| |
|---|
| .1 Write the letter. Give its name and usual sound in a word.<br><br>.2 Show how to form the letter. Describe the shape.<br><br>.3 Pupils trace the letter in the air, describing the shape.<br><br>.4 Pupils copy the letter in their books, several times. Teacher checks. |

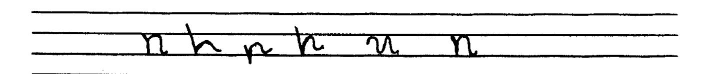
3. If there is time, discuss these questions with the teachers:

.1 Is it necessary to give the name of the letter?

It isn't necessary, but it will be useful for spelling words and for correcting spelling. It is easy to learn these names, and pupils are already familiar with the idea that letters have names in Arabic. But it is very important to give the sound of the letter as well.

.2 What should the teacher do if he finds that the pupils are having difficulty in forming the letter?

He can draw attention to important features of the letter by writing "good" and "bad" letters on the board:



For each one he can ask: "Is it good?" "What's wrong with it?" ("Too high", "Not on the line", etc.). This can of course be done in Arabic. Always cross out the poor shapes, and end with a good one.

He should check that students with poor shapes are moving their hands in the right direction as they write.

Finally, give out Handout One, which shows some examples of Pre-Writing exercises and the basic procedure for teaching new letters.

**END OF PART ONE**

## SESSION ONE PART TWO

60 minutes

### ACTIVITY ONE: TEACHING PRACTICE

1. Tell the teachers that they will practise teaching letters. Divide the class into pairs or groups of three. Give each pair <u>one</u> letter to prepare.

Give these instructions:

.1 Make sure you know the <u>name</u> of your letter, its usual <u>sound</u>, and some simple <u>words</u> it appears in.

.2 Decide how you will <u>show</u> the shape of the letter, and how you will <u>describe</u> it.

Go from pair to pair, giving help where necessary.

2. Give every teacher a Role Card. Explain that it tells them how they should behave as "pupils" during the practice.

3. Ask one person from each pair to demonstrate teaching their letter. The other teachers act as pupils.

After each demonstration, "pupils" exchange their Role Cards, so that everyone has a new role each time.

Points to watch for:

i) The teacher should <u>write</u> the letter correctly and clearly, drawing lines on the board first.

ii) The teacher should <u>show</u> clearly how the letter is formed.

iii) The teacher should <u>describe</u> the shape of the letter clearly.

iv) The teacher should quickly get the pupils to <u>trace</u> the letter in the air, saying the direction words. It is important that he is facing the same way as the pupils.

v) The teacher should <u>check</u> that the pupils are writing the letter correctly, and help with difficulties (Ask the other teachers to tell you if this happened).

**RESERVE ACTIVITY: WRITING SIMPLE CURSIVE**

Point out to teachers that if they are teaching their pupils to write simple cursive, they must write in the same style themselves whenever they write on the blackboard.

Use any remaining time for teachers to practise copying sentences from the textbook in simple cursive. While they are doing this, ask teachers to come up in turn and write sentences on the board.

**END OF SESSION ONE**

**ROLE CARDS**

To be used in Session One Part Two.

Before the Session, make two photocopies of this page, and cut your copies up. This will give you 28 Role Cards. If possible, stick them on pieces of card.

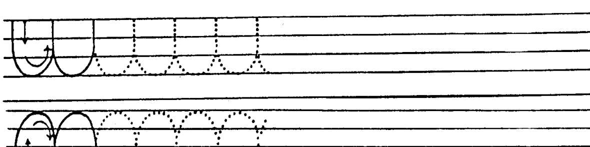
| | |
|---|---|
| At first, you write the letter correctly, but not on the line. | At first, you write the letter too big, so that it goes too high. |
| At first, you write the letter too small, so it doesn't go high enough. | At first, you make a small mistake in the shape of the letter. |
| At first, you try to write the letter in the wrong direction. | At first, you write nothing at all. |
| You write the letter correctly. | You write the letter correctly. |
| You write the letter correctly. | You write the letter correctly. |
| You write the letter correctly. | You write the letter correctly. |
| You write the letter correctly. | You write the letter correctly. |

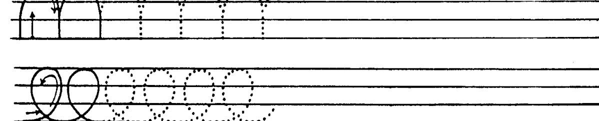
**MODULE 23 HANDOUT ONE**

## 1. PRE-WRITING EXERCISES

To practise letter-shapes. From Welcome to English I 3:1b

A. Look, say and do. Trace and copy the lines.





## 2. TEACHING A NEW LETTER: THE MAIN STEPS

.1 Write letter on BB. Say name of letter.
Ask PP to repeat.
Tell them the sound it makes.
Give a few examples of words the PP know.

.2 Show how to write the letter.
Use 'direction-words'.
Write letter 2 or 3 times on BB.

.3 Get PP to trace letter in air with their fingers.
PP say direction words at same time.

.4 PP trace and copy letter in their workbooks.
T. goes round checking.

## 3. ORDER OF TEACHING

- Start with numbers.
- Teach vowels before consonants.
- Teach consonants for words they know and need to write first.
- Teach capital letters at same time as each small letter is introduced.

SESSION TWO PART ONE 40 minutes

JOINING LETTERS

1. Ask the teachers:

After learning to form individual letters, what is the next step?

Answer: Pupils should learn how to join letters together, so that they can write words.

When pupils have learnt a new letter, they should practise joining it to letters they know already. But they should only practise combinations that really exist in words.

Show these letter combinations on the overhead projector or blackboard:

(1) ta, te, ti, to, tu
(2) at, et, it, ot, ut
(3) th, tr, ts, st, nt, ft
(4) td, tb, tg, kt, dt

Ask teachers: Which are the most useful combinations to practise?
Answer:

Lines (1) and (2). All these are very common combinations and need to be practised. This is why it is useful to teach pupils to write the vowels first - they can practise joining every new consonant to all five vowels.

Line (3). These are also very common combinations, and should be practised (they occur in words like think, train, lots, most, went, after).

Line (4). These are either impossible combinations or exist in only one or two words (e.g. shotgun). They do not need to be practised.

2. Ask the teachers: How do we join letters together? What is the rule?

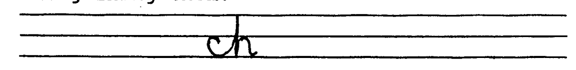
Answer : We join from the end of one letter to the beginning of the next (not always the nearest point).
Point out that it is important to teach pupils to form letters in the right direction. If they form them in the wrong direction,

they will not be able to join them correctly. Show this example on the board:

s + o + n. all formed correctly, gives: son

If the "s" and "o" are written in the wrong direction, the result is: son

Point out that in simple cursive, letters with "tails" are not joined to the letter after them:




3. Give a quick demonstration of how to teach joining letters, using the teachers as pupils.

Follow these steps:

(Imagine that you have just taught "h" and the class already know "c").

.1 Write "c" and "h" separately on the board:

c h

.2 Point out where "c" ends and "h" begins, and draw a line joining them:

ch

Then draw the two letters joined together several times, and describe the shape ("..round, then up to the top of the "h", then down..").

.3 Ask pupils to copy the joined letters several times. Go round the class and check.

**COPYING WORDS**

1. Point out that:

.1 As soon as pupils have learnt how to join letters, they can practise copying words (of course, only words they already know orally).

.2 If pupils are also learning how to read words, we can give practice in reading and writing at the same time.

.3 To give them practice in writing words, we must get pupils to copy them as complete words (not letter by letter - this would just give them practice in writing letters). We can do this by a technique called "Delayed Copying" (Write this on the board).

2. Demonstrate the technique, using the teachers as pupils.

For your demonstration, you will need these word cards, prepared in advance:

| teacher | pupil | farmer | doctor |
|---|---|---|---|

Note: The module on 'Introducing Reading' (No. 24 in this volume) shows how to make Word Cards and how to use them for reading practice.

Follow these steps in your demonstration:

.1 Hold up the first card ("teacher"). Ask for silence while pupils read it. Then ask pupils what it says.

.2 Spell the word, then ask one or two pupils to spell it. Pupils should not write anything yet!

.3 Now hide the card, and ask pupils to write the word from memory. Go round the class quickly and check. Make sure pupils are joining the letters together.

Repeat the procedure with the other three words.

.4 Ask the pupils to spell the words back to you. Write them on the board.

After the demonstration, discuss these questions with the teachers:

.1 Why is it important to hide the card before pupils copy?

To make sure that pupils have the whole word in their minds as they write. Also, they are reading printed letters but writing cursive, so you do not want them to copy directly.

.2 What is the advantage of using word cards?

It makes it easier to show the whole word and then hide it. The same cards can be used for reading practice, with copying as a final stage.

## SESSION TWO PART TWO

80 minutes

### ACTIVITY ONE: LETTER COMBINATIONS

1. Divide the class into pairs. Give each pair one consonant.

Ask them to make a list of common two-letter combinations, using their consonant (ones that would be worth practising in class). Their consonant can come first or second in the combination (e.g. if it is "b", they could write "ba" and "ab").

When most pairs have finished, stop the activity. Ask some pairs to call out their combinations.

2. Ask a few teachers to come out and demonstrate teaching one combination using their letter. The rest of the teachers act as pupils.

### ACTIVITY TWO: DELAYED COPYING

1. Ask teachers to try to remember the steps you followed in your demonstration of delayed copying.

Bu ld up this brief summary on the board:

| Delayed Copying |
|---|
| 1. Show word card. Pupils read it. |
| 2. Spell the word. Pupils spell it. |
| 3. Hide the card. Pupils write the word. |

2. Divide the teachers into groups of four or five. Give a few pieces of paper to each group. Ask them to think of four words which might be difficult for other teachers to spell (e.g. height, occurred, preferable). Each group makes four Word Cards, like those used in the demonstration.

3. Ask one teacher from each group to demonstrate the technique. Give Role Cards to the other teachers, who should act as pupils.

After each demonstration, teachers should exchange their Role Card with someone else, so that everyone gets a new Role Card for each demonstration.
Points to watch for:

i) The teacher should show the words clearly and give time for all the pupils to read them.

ii) The teacher should hide the word before the pupils copy.

iii) The teacher should move round and check while pupils write the words, and help with any difficulties.

**RESERVE ACTIVITY: PUPILS' OWN NAMES**

1. Discuss with the teachers how to teach their pupils to write their own names.

Point out that:

.1 One of the first words a pupil should learn to write is his own name.

.2 Pupils will want to learn to write their own name as soon as possible.

.3 Pupils can be taught to do this even before all the letters have been practised.

2. Demonstrate a possible procedure:

.1 Teacher asks several pupils in turn "What's your name?", and from their answers writes a list of names on the board.

.2 Pupils copy all the names in their books. Teacher moves round the class and checks.

Five or six names can be covered every day, until all the pupils' names have been written. For homework pupils could write a label or badge with their own name to identify themselves.

As a review in later lessons, the teacher can ask individual pupils to come out and write their name on the board.

After such practice, pupils can write their names carefully on all of their books.

Refer to the handouts, and ask if there are any questions.

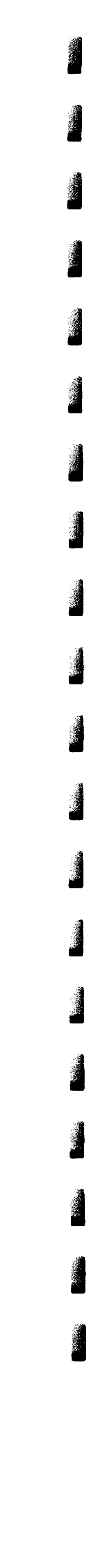
**END OF MODULE**

**ROLE CARDS**

To be used in Session Two Part Two.

Before the session, make two photocopies of this page, and cut your copies up. This will give you 28 Role Cards. If possible, stick them on pieces of card.

| | |
|---|---|
| You make mistakes in joining letters. | You spell some words wrongly. |
| You spell the words correctly but you don't write on the line. | You confuse capital and small letters. |
| You write letters in the wrong order (for example: "brid" instead of "bird"). | You don't join the letters together. |
| You write the words correctly. | You write the words correctly. |
| You write the words correctly. | You write the words correctly. |
| You write the words correctly. | You write the words correctly. |
| You write the words correctly. | You write the words correctly. |



**HANDOUT TWO: LETTER COMBINATIONS**

This shows common combinations of letters, and how they are joined.

ai au ea ee ei ia ie io oa oi oo ou

ba be bi bo bu bl br bs by bb ab eb ib

ca ce ci co cc ck cl cr cy ac ec ic oc

da de di do dd dr ds dy ad ed id od

fa fe fi fo ff fl fr fs ft af ef if of

ga ge gi go gg gh gl gr gs ag eg ig og

ha he hi ho hs ht ja je ji jo ke ki kn

la le li lo ll lb ld ls lt ly al el il

ma me mi mo mm mp my am im

na ne ni no nn nc nd ng nk nt an on

pa pe pi po pp pl pr ps py ap op up

qu ra re ri ro rr rd rn rs rt ar er or

sa se si so ss sc sh sk sl st as es us

ta te ti to tt th tr ts at et it ot

ua ue un va ve vi vo av ev iv ov wa

we wi wo wh wr aw ow ax ex ix

ya ye yi yo ay ey oy za ze iz oz

## MODULE 24: INTRODUCING READING

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### SESSION ONE

<u>Part One</u> — 60 minutes
Introduction
Pre-Reading Activities
Look and Say
Look and Do
Look and Choose

<u>Part Two</u> — 60 minutes
Practice: Look and Say
Practice: Look and Do
Reserve activity: Pre-Reading exercises in the textbook

### SESSION TWO

<u>Part One</u> — 40 minutes
Focussing on letters and sounds
Sound/spelling patterns
Same beginning

<u>Part Two</u> — 80 minutes
Practice: Sound/spelling patterns
Practice: Same beginning

### CONTENTS

<u>Handouts</u>
There are <u>two</u> Handouts. Copies should be given to every teacher to take away at the end of the training session.

There are no Worksheets in this module.

For special requirements, see Page (iii).

For Session One Parts One and Two, teachers should have copies of Welcome to English Book I <u>Workbook</u> only.

**GENERAL NOTES FOR THE TRAINER**

Aims of the module:-

1. To show teachers how to help their pupils learn to read simple words and phrases in English;

2. To show the importance of reading to <u>understand meaning</u> even at the earliest stages;

3. To show some simple techniques for practising word recognition, using word cards;

4. To show some techniques for teaching basic sound-spelling relationships.

For many pupils, the ability to read efficiently in English may become the main reason for learning the language. It is therefore very important to develop reading skills and to help pupils acquire good reading habits from the very beginning.

This module aims to show teachers how to introduce reading to pupils who are unfamiliar with the English script. It therefore deals with the first steps of reading - the basic skills of recognising letters and words. The further development of reading skills, that is the silent reading and understanding of short <u>texts</u>, is not covered in this module, but is dealt with in module no. 16 in this volume, <u>Exploiting a text: Reading</u>.

Book I of the current textbook <u>Welcome to English</u> gives the pupils a lot of help in developing basic reading skills through various word and phrase recognition exercises. The Teachers' Book also gives valuable advice to the teacher on how to use these exercises effectively. This module seeks to reinforce the approach to introducing reading adopted in the textbook.

Learning to read a new script is closely related to learning to write it. Therefore, on any training course, this module should be taught close together with the preceding module in this volume: <u>Teaching Handwriting</u>.

**PREPARATION**

In Session One you will need these Word Cards for your demonstrations. You should make them before the session (Follow the instructions given in Session One Part Two).

For Demonstration: LOOK AND SAY

| a desk | a door | a table | a window |
|---|---|---|---|

For Demonstration: LOOK AND DO

| | |
|---|---|
| Put your hand | on your desk |
| Put your pen | under your desk |
| Put your book | on your head |

For Demonstration: LOOK AND CHOOSE

| | | |
|---|---|---|
| dates | onions | bananas |
| cabbages | oranges | Lemons |

Note: For Session One Part Two you will need:

- at least 50 sheets of typing or duplicating paper;
- one thick marker pen between every <u>three</u> teachers on your course.

SESSION ONE PART ONE 60 minutes

**INTRODUCTION**

1. Ask the teachers: Why do we need to pay attention to reading at the prep stage?

From their answers, establish these points:

.1 Reading is a very important skill. Later on, the ability to read may be more important to many pupils than the ability to speak in English.

.2 We cannot just leave pupils to "pick up" reading skills. Reading must be practised systematically from the beginning.

2. Now talk about how to teach reading.

Point out that many teachers deal with reading as a kind of "repetition drill". Give a quick demonstration of this. Write on the board:

| He goes to school by bus |
|---|

Read the sentence aloud and get the teachers to repeat after you in chorus, several times. Then ask individual teachers to read the sentence aloud.

Now ask these questions:

.1 Is this a good way of practising reading?

No. The pupils already know what the sentence says (by listening to the teacher), so they don't need to read it at all. Even when individual pupils are asked to "read", they can say the sentence from memory.

.2 Is pupils' attention focussed on the meaning of the sentence?

No. They are paying attention only to the sounds. They can easily "read" the sentence without understanding what they are saying.

So, with this technique, at best pupils are saying sentences from memory, using the written words as a "prompt"; at worst, they are saying sentences without being able to read the words at all.

3. Now make these points about reading:

.1 When we read, it should be for a purpose - in order to understand something that is written.
.2 When we read, we need to look at sentences, recognise the words in them, and understand what they mean. Saying the words aloud is not an essential part of reading (although beginners find it helpful).

Tell the teachers that in this module you will show them some simple techniques to help pupils recognise words and gradually to become familiar with the English script.

**PRE-READING ACTIVITIES**

1. Before introducing the idea of 'Pre-Reading', tell the teachers to look at Welcome to English I WB Unit 1, Lesson 5b, Exercise B ('Look and Do: Which is Different?')

Demonstrate the activity with the teachers as follows:

.1 Tell them to look at the shape in the square to the left.

.2 Tell them to look along the row to the right until they find a shape that is different. Then put a cross through the different shape.

.3 Do the first row on the board as an example.

.4 Give the teachers a few moments to do the exercise.

2. After the demonstration, ask the teachers what the purpose of this exercise was. Establish the following points:

.1 To develop left to right eye movement. This is especially important for pupils who are used to reading from right to left in their first language.

.2 To give practice in the recognition of shapes - in this case, the shapes of numbers.

Point out that this exercise is a Pre-Reading (or Before Reading) exercise: it helps to train the pupils in the mechanical skills they will need later for recognising words and phrases. The teachers will meet further examples of such activities in the Workbook of Welcome to English I, and in Part 2 of this Session.

Tell the teachers that you will now demonstrate three techniques for developing their pupils' ability to recognise words and phrases.

**LOOK AND SAY**

For this demonstration you will need these word cards:

| a desk | a door | a table | a window |
|---|---|---|---|

Demonstrate the technique, using the teachers as pupils. Follow these steps:

.1 Hold up the first card ("a desk"). Ask if anyone can read it. Still holding the card, say "a desk".

Point along the word with your finger (from left to right), and say the sounds ("d - e - s - k"). Ask the class to repeat the word.

Note: It will not be possible to "sound out" all the words exactly. But you can indicate the main sounds of each word (e.g. for "table" the sounds of "t", "b", "l") which will help pupils recognise the word. Do not say the names of the letters.

Do the same with the other three cards.

.2 Hold up one of the cards. This time don't say anything, but ask pupils to look at it. Insist on silence for a few seconds, to give everyone a chance to read the word.

Choose one pupil to tell you the word. Check with the class ("Is he right?").

Do the same with the other words. Show them a few times each, in a different order each time.

After the demonstration, ask the teachers to tell you what the two main stages were:-

.1 The teacher shows each card and reads out the words.

.2 The teacher shows the cards again in a different order, leaves a few seconds' silence, then asks a pupil to say the word.

Ask the teachers: What words are suitable for this technique?

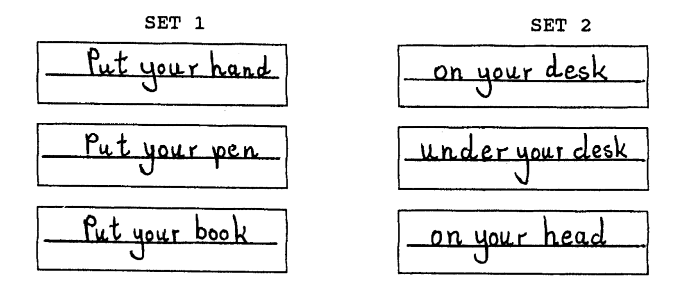
Answer: Any words or phrases that pupils already know orally and understand. We should not ask pupils to read words they have never heard before.

Point out that this technique is called "Look and Say", because pupils look at the word and then say what it is. But the important part of the exercise is looking and understanding: saying the word is just a way of checking that they can recognise the word.

Now you are going to show another technique, where pupils look at words and respond by doing something.

**LOOK AND DO**

For this demonstration you will need two sets of word cards:




Demonstrate the technique, using teachers as pupils. Follow these steps:

1. Hold up one card from Set 1 and one card from Set 2. Read the complete sentence, pointing to the words ("Look, it says "Put - your - hand - on - your - desk").
   Tell the class to do what it says.
   Show the other cards in the same way.

2. Now hold them up again (in different combinations). This time say nothing. Give all the pupils a chance to read the cards silently and do what they say.

After the demonstration ask teachers to tell you what the two main stages were:-

1. The teacher shows the cards and reads out the words.

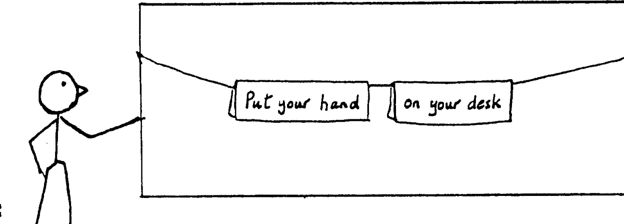
2. The teacher shows the cards in a different order, and the pupils respond by doing what the cards say.

Make these points:

1. These cards give practice in reading <u>whole sentences</u>.

2. This technique has the same aim as "Look and Say". Pupils have to <u>look</u> at the words and <u>understand</u> what they mean. Even at the very earliest stages of reading, this can be done silently.

<u>Note</u>: Instead of holding the cards himself, the teacher can ask two pupils to come to the front of the class and hold them. This leaves his arm free to point to the words. Or he can hang them on a piece of string tied across the blackboard, using two nails:-




**LOOK AND CHOOSE**

For this demonstration, you will need these word cards:

| dates | onions | bananas |
|---|---|---|
| cabbages | oranges | lemons |

<u>Demonstrate</u> the technique, using teachers as pupils. Follow these steps:

1. Tell the class you will show them the names of things to eat. Some are fruit, some are vegetables. They must decide how many are fruit.

2. Show each card in turn. Insist on <u>silence</u>. If you like, show them a second time ("Look, here they are again.").

3. Now ask how many were fruit. Check with different pupils ("What do you think?"). Then ask pupils to remember the names of the fruit and vegetables.

4. Show the cards again, one by one. This time ask pupils to read out the names.

After the demonstration, ask teachers to tell you what the three main stages were:-

1. Teacher shows the cards, pupils read silently.

2. Pupils tell the teacher how many were fruit, and the names.

3. Teacher shows the cards, and pupils read the words aloud.

Point out that the aim of the technique was again that pupils should look at words in order to understand. This was done silently - saying the words aloud was simply a way of checking at the end.

Tell the teachers:

There are many other simple techniques for practising word recognition, using word cards.

You will give them a list of ideas at the end of the Session (Handout 1).

If there is time, quickly mention some of them now (see Handout 1).

**END OF PART ONE**

**SESSION ONE PART TWO** 60 minutes

**ACTIVITY ONE: PRACTICE: LOOK AND SAY**

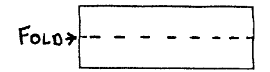
1. Remind teachers briefly of the "Look and Say" technique. If necessary, write the steps on the board.

2. Show teachers how to make word cards. Make one yourself in front of them, and at the same time give these instructions:

   i) Take a large piece of paper and fold it in half lengthways. Now you can write a word on each side of it.

   ii) On each side, draw a thin "guide line" for your word. Use a pencil or pen.

   iii) Write the word or phrase on the line. Write it as <u>large</u> and as <u>clear</u> as possible. Use a thick felt-tip pen. If you like, write another word on the other side.




a house

(i) (ii) (iii)

Point out that this is the easiest way to make word cards. It is of course better to use a large piece of white card, which can then be kept and used many times.

3. Divide the teachers into groups of four or five. Give each group a few sheets of paper, and a thick felt-tip pen.

Ask them to prepare four words for their demonstration. Go from group to group, giving help. Check that they are writing their words <u>clearly</u>, <u>on a line</u>, and <u>large enough</u> to be seen in a classroom.

4. Ask one person from each group to come out in turn and demonstrate. The other teachers act as pupils.

Points to watch for:

<u>Stage One</u>: i) The teacher should hold up each card so that everyone can see it, and for as long as necessary.

<u>Stage Two</u>: i) The teacher should show the cards in

"random" order, and not say the words again himself.

ii) The teacher should insist on a few seconds' silence, before asking a pupil to say the word.

**ACTIVITY TWO: PRACTICE: LOOK AND DO**

1. Remind teachers briefly of the "Look and Do" technique. If necessary, write the steps on the board.

2. Divide the teachers into their groups again, and ask them to prepare suitable words or phrases for a "Look and Do" activity.

Go from group to group, giving help if necessary. Point out that groups do not have to prepare two sets of word cards: simple commands like "Stand up", "Open your book" would be quite suitable.

3. Ask one person from each group to come to the front in turn and demonstrate. The other teachers act as pupils.

**RESERVE ACTIVITY: PRE-READING ACTIVITIES FROM THE TEXTBOOK**

1. Ask the teachers to stay in their groups and to look at the following exercises from Welcome to English I Workbook and discuss what the purpose of each one is:

1. Unit 3, Lesson 5b, Exercise A
2. Unit 3, Lesson 6b, Exercise A
3. Unit 4, Lesson 2b, Exercise D
4. Unit 1, Lesson 6b, Exercise C

In expressing the purpose, the teachers should decide whether the exercises are designed to give practice in one or more of the following:

- left to right eye movement
- recognition of the shapes of numbers
- recognition of the shapes of letters
- recognition of the shapes of words

2. When the teachers are ready, ask them to report back to the rest of the class.

Before teachers leave, distribute copies of Handout One. Read through it with them and explain anything they don't understand. If there is time, quickly demonstrate some of the other techniques.

**END OF SESSION ONE**

**MODULE 24 HANDOUT ONE:** INTRODUCING READING

**IDEAS FOR WORD RECOGNITION PRACTICE** (USING WORD CARDS)

1. Look and Say. Teacher shows words. Pupils look at them and say the words.

2. Look and Do. Teacher shows cards with simple instructions. Pupils do what each card says. Examples: Look up, Look down, Raise your hand; Point to a book/pen/window; Give me/Show me....a pen/a book/a picture).

3. Look and Match (1) Teacher draws pictures or sticks flashcards on board and numbers them, then shows cards with words or phrases. Pupils say the number of the picture which matches the word/phrase (Examples: a big house, a small house, a big tree, a small tree).

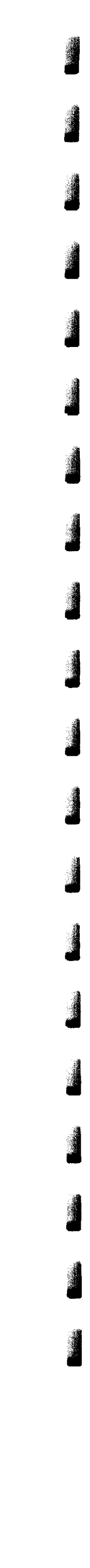
   Alternatively, one pupil comes to the front and either points to or places the word card against the correct picture.

4. Look and Match (2) Teacher draws one picture on the board, then shows cards with words or phrases. Pupils choose the card which matches the picture. (Examples: He's running, He's jumping, He's swimming, He's reading, He's walking).

5. Look and Choose. Teacher shows word cards. Some words are of one "type", others are not. Pupils must choose. (Examples: teacher, pupil, doctor, horse, donkey, farmer. Pupils say which are people, which are animals).

6. Find the Stranger. Similar to 5. Teacher shows word cards. All are of one "type" except one, which is the "stranger". Pupils look at all the cards, then say which is the "stranger". (Examples: chair, table, taxi, door, window).

7. Pupils' Names. Teacher shows cards with pupils' names. Pupils identify their own name, and keep the card.



SESSION TWO PART ONE 40 minutes

**FOCUSSING ON LETTERS AND SOUNDS**

Make these points:

.1 In order to recognise words, we must be able to recognise the shapes of individual letters.

For example:

line
fine

To read these two words, we must be able to see the difference between "l" and "f". This is quite easy. When we teach pupils to write letters, they also learn to recognise letter shapes.

.2 When we read, we also need to know the connection between spelling and sound.

For example:

night
fight

To recognise these words, we must know that the letters "igh" represent the sound /aɪ/. This is more difficult. In English, the relationship between sound and spelling is very complex. For example: by, buy, fight, lie, island all have the same sound but different spellings; the letter "e" has a different sound in yet, father, be, pale.

.3 We could not possibly try to teach these relationships: even for the commonest words, there are more than 200 rules. But we can help pupils to learn by showing some of the common, regular patterns of spelling and sound.

Tell the teachers that in this session you are going to show them some simple techniques that focus on sound/spelling relationships.

**SOUND/SPELLING PATTERNS**

1. Demonstrate the technique, using the teachers as pupils. Follow these steps:

.1 Write the word "five" on the blackboard. Ask if anyone can read it, and read it out yourself.

Under it, write the word "fine". Point out that you have changed one letter. Again ask someone to read it, and read it out yourself.

Add more words in the same way (only words the pupils know), keeping the same sound/spelling pattern:

| five |
|---|
| fine |
| line |
| nine |
| nice |

.2 Now point to the words <u>without</u> saying them. Ask pupils to say each word in a sentence.

After the demonstration, ask the teachers these questions:

.1 What features of sound and spelling did the exercise focus on?

<u>Answer</u>: The spelling pattern '-i-e', which is regularly pronounced /aɪ/; also the difference between individual letters: f, l, n, v, c.

.2 Why did the teacher ask the pupils to use the word in sentences?

<u>Answer</u>: To check that they understand what the word means.

2. Point out that this technique can be used for any regular sound/spelling pattern.

Give these other examples:

| a - e |
|---|
| o - e |
| -ea- |

For each, ask teachers to suggest words that follow the pattern.

Possible answers: a - e : late, gate, name, date, pale.
o - e : hole, close, note, hope.
-ea- : seat, beat, bean, meal.

Other examples are given in Handout Two.

**SAME BEGINNING**

1. Demonstrate the technique, using the teachers as pupils. Follow these steps:

.1 Write the word "ship" on the board. Point out the letters "sh" and the sound they make.

.2 Ask pupils to tell you other words that begin with the same sound and spelling, and write them on the board. If necessary, prompt the pupils (e.g. pointing to your shoe: "What about this? It's a ...").

Build up a list on the board:

e.g.

| ship<br>shop<br>shoe<br>she<br>short<br>shine |
|---|

.3 Now point to the words (without saying them). Pupils make a sentence using each word.

After the demonstration, ask the teachers these questions:

.1 How was this technique different from the first one?

Answer: The teacher gets the pupils to suggest words. This helps to involve the class.

.2 What features of sounds and spelling did the exercise focus on?

Answer: The spelling pattern "sh-", which is regularly pronounced /ʃ/. Also, the differences between words beginning with "sh-". Often pupils guess words by just looking at the first letter; this exercise forces them to look at other features of the word as well.

**END OF PART ONE**

SESSION TWO PART TWO 80 minutes

**ACTIVITY ONE: PRACTICE: SOUND/SPELLING PATTERNS**

1. Remind teachers briefly of the technique, and if necessary write the basic steps on the blackboard.

2. Divide teachers into groups of four or five. Give each group one of these sound/spelling patterns, with an example word:

| | | | |
|---|---|---|---|
| -e- | ("get") | -oo- | ("look") |
| -a- | ("bad") | -ea- | ("mean") |
| -i- | ("hit") | -ee- | ("meet") |
| -o- | ("lot") | -ay | ("day") |
| -u- | ("sun") | -oa- | ("boat") |
| -a-e | ("gate") | | |
| -y | ("cry") | | |

Ask them to prepare five or six words to write on the blackboard for their demonstration. Go from group to group, and check that their words follow the pattern you gave them.

3. Ask one person from each group to demonstrate the technique. The other teachers act as pupils.

Points to watch for:

Stage One
- i) The teacher should write clearly, and not hide the blackboard.
- ii) The teacher should point out the changes in letters.

Stage Two
- i) The teacher should not say the words himself, but just point to the words in random order.

**ACTIVITY TWO: PRACTICE: SAME BEGINNING**

1. Remind teachers briefly of the technique, and if necessary write the basic steps on the blackboard.

2. Divide the teachers into their groups again. Give each group one of these "word beginnings", with an example word:

| | | | |
|---|---|---|---|
| t- | (table) | ch- | (chair) |
| b- | (book) | st- | (stop) |
| c- | (cold) | wh- | (why) |
| m- | (milk) | pl- | (please) |
| h- | (house) | th- | (thin) |
| l- | (late) | th- | (then) |

Ask them quickly to think of a few words themselves, but not to write them down.

3. Ask one person from each group to demonstrate the technique. The other teachers act as pupils.

Points to watch for:-

Stage 1
- i) Teacher should be encouraging, and give time for pupils to think of words.
- ii) Teacher should help occasionally with prompts.

Stage 2
- i) Teacher should not say the words himself.
- ii) Teacher should point to words in "random" order.

4. Finally, discuss when to use these techniques and how much. Encourage teachers to make their own suggestions. Add ideas yourself:

.1 These techniques are best used for a short time but frequently - at the beginning or the end of the lesson. They should not be neglected - they will help to improve pupils' reading ability.

.2 They focus on known vocabulary, so they can be included in the review part of the lesson.

.3 Obviously, they can only be used when pupils already know a number of words. So the "whole-word" techniques shown in Session One should be used at the beginning stages; these techniques can be introduced after a few months.

5. Give a copy of Handout Two to each of the teachers to take away.

**END OF MODULE**

**MODULE 24 HANDOUT TWO: INTRODUCING READING**

This sheet shows some common patterns that have regular sounds and spellings. The examples are words in Welcome to English Books 1 and 2.

1. VOWEL PATTERNS

| Pattern | Examples |
|---|---|
| -a- | hat, man, bag, had, cat, that, black, map. |
| -e- | yet, bed, get, desk, pen, yes, red, twenty, egg. |
| -i- | in, hit, this, it, big, drink, window, sister. |
| -o- | not, hot, box, on, shop, dog, office. |
| -u- | up, bus, much, lunch, uncle, hurry, sun. |
| a - e | name, game, same, late, take, plane, snake. |
| i - e | fine, mine, nine, time, like, nice, white, Nile. |
| o - e | those, nose, close, hole, alone, hope. |
| -ea-(/iː/) | eat, meat, teach, read, please, bean, leave, tea. |
| -ea-(/e/) | bread, head, dead, heavy. |
| -ee- | been, seen, green, cheese, meet, street, three. |
| -oo-(short) | good, look, took, cook, book, foot. |
| -oo-(long) | too, food, school, afternoon, moon. |
| -ar- | far, farmer, arm, car, star, scarf, garlic. |
| -er- | mother, father, brother, sister, farmer, teacher. |
| -or- | or, port, short, north, morning, born, story. |
| -ai- | tail, sail, tailor, afraid, rain, railway, wait. |
| -ay- | day, say, play, may, anyway. |
| -ou | house, count, south, ground, outside. |
| -ow(/aʊ/) | how, now, brown, cow, down, flower, town. |
| -ow(/əʊ/) | grow, slow, show, know, tomorrow. |
| -y(/aɪ/) | my, try, fly, by, sky, why. |
| -y(/i/) | many, any, very, funny, really, cloudy, family. |
| -all | all, tall, fall, small, wall, ball. |
| -igh- | right, night, fight, light, high. |
| -ing | ring, sing, thing, going, walking. |

2. CONSONANT CLUSTERS (Beginning words)

| Cluster | Examples |
|---|---|
| bl- | black, blue, blow. |
| br- | bread, break, brick, bring, brown, brother, bridge. |
| ch- | cheese, chalk, chicken, choose, cheap. |
| cl- | clear, classroom, close, clock, clever. |
| dr- | drink, draw, drive, dress, drop, drum. |
| fr- | friend, front, Friday, French. |
| fl- | flower, flour, fly, flat, flag, floor. |
| gr- | grey, green, grow, great, grass, ground. |
| pl- | play, plant, place, plastic, plane. |
| qu- | quick, quite, question, quarter, quiet. |
| sh- | short, shirt, ship, she, shop, shoe. |
| st- | stand, stop, still, story, stick, start. |
| th-(/θ/) | thanks, think, thing, thirty, thirteen, Thursday. |
| th-(/ð/) | this, that, these, then, the, them, they. |
| wh- | when, where, why, what, while, white. |

# MODULE 25: WRITING ACTIVITIES

## SESSION ONE

Part one — 60 minutes
Introduction: Controlled Writing
Copying
Gap-Filling
Writing from a model

Part Two — 60 minutes
Organising writing activities in class
Teaching Practice

## SESSION TWO

Part One — 60 minutes
Introduction: Guided and Free Writing
Writing based on a text
Completing a text
Using prompts

Part Two — 60 minutes
Introduction
Teaching Practice

## CONTENTS

1 Handouts
There is one handout. Every teacher should be given a copy to take away after the training session.

There are no worksheets in this module.

Note: For Session One Parts One and Two, teachers will need copies of the Workbook of Welcome to English II.

For Session Two Parts One and Two, teachers will need copies of the Workbook of Welcome to English III.

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To encourage teachers to see the importance of writing as a follow-up to oral work.

2. To show teachers a range of techniques for simple writing activities that can be done in class and, in particular, familiarise teachers with the different types of writing exercise found in Welcome to English.

3. To show teachers how to organise writing tasks in class.

In many classes, pupils move directly from completely mechanical copying tasks to free writing assignments which lead to large numbers of errors. This module shows techniques for writing activities which are sufficiently controlled to avoid serious error, but which focus pupils' attention on meaning, and which are challenging and motivating.

All the writing exercises included in this module are taken from the workbooks of Welcome to English Books II and III. Session One deals with highly controlled exercises, involving copying, gap-filling and writing from models, of the type found in Book II of 'Welcome'. Although these exercises are controlled, and designed to prevent mistakes of grammar and vocabulary, they are nevertheless meaningful in that they require the pupils to think about what they are writing.

Session Two deals with slightly less controlled writing activities, taken from Book III of Welcome to English, such as writing from prompts and completing texts. At this stage, the pupils are given a little more freedom to use their own words, but they are still being guided in their writing, through the support they are given in the form of notes, pictures and models of language to imitate.

This module is not concerned with handwriting and letter formation. This is dealt with in module no. 23 in this volume: Teaching Handwriting.

## SESSION ONE PART ONE

60 minutes

**INTRODUCTION: CONTROLLED WRITING**

1. First talk about the value of writing English for Prep school pupils. Make these points:

.1 In itself, writing is probably the least important of the four skills for prep school pupils. They are more likely to need to listen to, read, and speak English than to write it.

.2 The main importance of writing at this level is that it helps pupils to learn. Writing new words and structures will help pupils remember them; so writing can help give a focus to learning. If pupils have the key points of a lesson written in their exercise books or workbooks, they can refer to them later and learn them at home.

.3 Writing activities (as long as they are not too long) help to add variety to the lesson. They provide relief from the more intensive work of listening, speaking and reading, and allow the pupils to work at their own pace.

2. Now discuss with the teachers what kinds of writing activity are most suitable for the prep stage. Establish these points:

.1 The first and most important task for the pupils is to master handwriting. So early activities will be mainly copying letters, letter combinations and words.

Activities of this kind are dealt with in the module on Teaching Handwriting in this volume.

.2 When pupils have learnt how to form letters correctly and join them to make words, we can give them simple sentence writing exercises. These exercises should be controlled so that the pupils do not make many mistakes.

Explain that in this Session you will focus on three basic types of controlled writing activity: Copying, Gap-filling, and Writing from a model. All the examples of exercises you will use are taken from the Workbook of Welcome to English II, which the teachers will need to refer to throughout this Session.

**COPYING**

1. Give a demonstration of a simple, but meaningless copying exercise. Write this sentence on the board, and ask teachers to copy it:

| Omar goes to school by bus. |
|---|

Ask teachers to comment on the activity. Try to bring out these points:

.1 The activity was completely mechanical. The pupils could copy the sentence even if they did not know what it meant. Their attention is not focussed on the meaning of the sentence at all.

.2 Because it is so mechanical, the activity is very uninteresting for the pupils. They are not required to think or use their imagination in any way.

2. Point out that copying need not be a meaningless activity. As an example, ask the teachers to look at the following exercise from Welcome to English II WB, Unit 1, Lesson 4b:

B. Make 10 good sentences. Use all the words once. Write the sentences in your notebook.

| | | |
|---|---|---|
| Shoes<br>The Egyptian flag<br>A nurse's uniform<br>The sun<br>An ice cream<br>The River Nile<br>The pyramids<br>A window<br>Ants<br>Snakes | is<br>are | very long.<br>made of glass.<br>very long with small heads.<br>usually white.<br>red, white and black.<br>very small.<br>very old.<br>very cold.<br>often made of leather.<br>very hot, but very far away. |

Ask the teachers what we call this kind of table. (A substitution table). Then quickly start doing the exercise with them orally, so that they all understand how the exercise works, and what the pupils are required to do.

Ask the teachers how this exercise is different from the first one you demonstrated. Try to bring out these points:

.1 This is still a copying exercise, but the pupils have a choice of words to copy, and have to think about which is the correct choice for each sentence they write.

.2 They cannot, therefore, do this exercise if they do not understand what they are copying.

3. Now ask teachers how they could use a substitution table to make the copying exercise you first showed them a meaningful one. Invite suggestions from the teachers, and build up a table something like this on the board:

| Make true sentences: | | | | | |
|---|---|---|---|---|---|
| I<br>My brother<br>My sister<br>My father<br>My mother | go | to | school | by | bus<br>car<br>train<br>taxi<br>foot |
| | goes | | work | on | |

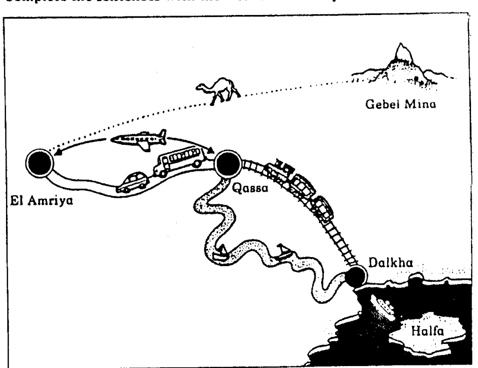
**GAP-FILLING**

1. Point out that another exercise involving meaningful copying is Gap-filling (or Completion), where the pupils are given an incomplete text or series of sentences, and a choice of words to fill in the gaps.

As an example, ask teachers to look at the following exercise from Welcome to English II WB, Unit 6, Lesson 4b:

**UNIT 6 Lesson 4b**

A. Look at the map. You can travel from Qassa to many places. Complete the sentences with the words. Write in your notebook




an island the desert big towns a big river by boat by camel by car and by bus by plane by ship by train

Qassa and El Amriya are both ______________. You can travel between them ______________. You can also go ______________. Qassa is near ______________, so you can go from there to Dalkha ______________. You can also travel ______________. Halfa is ______________, so you can only go there ______________. Gebel Mina is in ______________, so you can only go there ______________

2. Demonstrate the exercise as follows:

.1 Ask the teachers to look at the map. Ask them a few questions, e.g: 'How many towns are there?' 'What other places are shown?' 'How can you travel from Dalkha to Qassa?' etc.

.2 Explain the exercise. They must complete the sentences using the words given (an island, the desert, etc.), and using the information in the map.

.3 Do the exercise orally with the teachers, so that they all understand what the pupils are supposed to do.

3. After your demonstration, discuss the exercise. Establish the following points:

.1 Although the pupils are still only copying words and phrases to complete a given passage, it is nevertheless a meaningful and challenging exercise. To fill in the gaps correctly, the pupils need to:
a) read and understand the incomplete sentences in the passage;
b) relate them to the information given on the map;
c) then choose an appropriate word or phrase from the list given to complete the sentences.

.2 Gap-filling exercises can of course be made more challenging by requiring the pupils to write their own words in the gaps. This type of exercise is dealt with in Session Two.

**USING A MODEL**

1. The third type of controlled writing exercise you will deal with involves writing a short text based on a model.

As an example, ask the teachers to look at the exercise in Welcome to English II, WB Unit 1, Lesson 2b. (see next page).

2. Quickly demonstrate the exercise as follows:

<u>Demonstration</u>

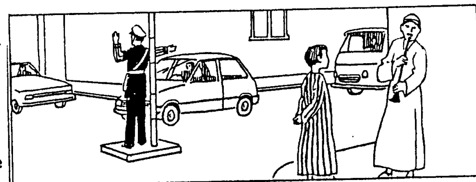
.1 Tell the teachers to look at the first picture and give you a few sentences about what they can see.

.2 Read the description of Ahmed to the class. Pause after each sentence and ask teachers to point to things in the picture which are mentioned in the passage.

.3 Explain that they must now write a similar description of the policeman in the picture. They should complete the gaps in the passage, using the description of Ahmed as a model.

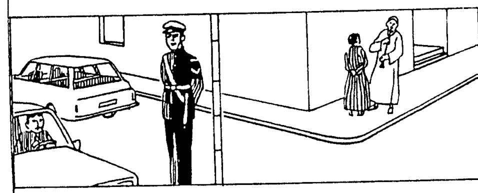
.4 Do the exercise orally with the teachers so that they all understand what the pupils have to do.

A. Read about Ahmed. Write about Hamdi.



Ahmed

Ahmed is a boy who is about 10 years old. He's wearing a gallabeya He isn't looking at the policeman because he's looking at the old man. He isn't listening to the cars because he's listening to the music.



Hamdi the policeman

Hamdi is a ______ who is ______ old. He's ______ a uniform. He ______ looking at Ahmed ______ he's ______ the cars Ha ______ the music because ______ to the cars.

3. After your demonstration, discuss the exercise. Establish the following points:

.1 The exercise is still very controlled because the pupils are given a <u>model</u> to imitate and only have to fill in gaps, like the previous exercise.

.2 The use of <u>pictures</u> makes this a meaningful exercise. The pupils have to describe what they see in the picture, using the model passage to find the appropriate words.

Finally, point out that <u>less controlled</u> writing exercises involving the use of model texts will be discussed in Session Two.

**END OF PART ONE**

**SESSION ONE PART TWO** 60 minutes

For both activities in this part, teachers will need to have copies of the Workbook of <u>Welcome to English II</u>.

**ACTIVITY ONE: ORGANISING WRITING ACTIVITIES IN CLASS**

1. Tell the teachers that in this part of the Session, they will practise teaching some of the exercises found in the Workbook of <u>Welcome to English II</u>.

Before they begin, ask them to consider the <u>steps</u> they should follow when organising a writing activity in class, so that:

a) the pupils know exactly what they have to do, and:
b) they can do it without having to ask the teacher lots of questions about the exercise.

As an example, tell the teachers to look at the exercise in <u>Welcome to English II</u>, Unit 6, Lesson 4b, which was demonstrated in Part One of this Session. Ask them to work in pairs for 5 minutes, and <u>write down</u> a sequence of steps for teaching the exercise in class.

2. When they have finished, elicit their suggestions and build up the following list on the board:

.1 Preparation: Ask PP a few questions about map.

.2 Give instructions for exercise.

.3 Do first sentence or two orally with whole class.

.4 Tell PP to complete exercise in Workbooks.
Go round, checking and helping as necessary.

.5 Check answers with whole class.

As you build up the list, <u>comment</u> on each step as follows:

<u>Step 1</u>: Preparation: help prepare the pupils for the writing activity, by drawing their attention (through a few simple questions) to any <u>visual support</u>, such as maps or pictures, or <u>written support</u>, such as a model text, which may accompany the exercise.

Step 2: Give instructions for exercise: these must be simple and clear so that all the pupils can understand.

Step 3: Do the first sentence or two orally with the whole class: this is a way of making sure that the pupils have understood what to do, and can in fact do the exercise. Do not do the exercise yourself, but try to elicit the answers from individual pupils.

Step 4: PP complete exercise in Workbooks: the pupils should now be ready to write. The teacher, though, should go round the class, checking understanding and helping, as necessary. If the exercise takes too long for the time you have left in the lesson, the pupils can finish it at home. It is important, though, to start it in class.

Step 5: Check answers with whole class: when they have finished writing the exercise, elicit the answers from individual pupils. It often helps to write the answers they give you on the board, so that all the pupils can check and compare their own answers, and correct any wrong ones.

Point out that the teacher should also take in the pupils' workbooks fairly regularly (e.g. once a month) and check their work himself. It isn't necessary to take in all the workbooks at one time - 10 to 15 each week would be easier to manage.

**ACTIVITY TWO: TEACHING PRACTICE**

1. Divide teachers into groups of four or five and give each group one of the following writing exercises from the Workbook of Welcome to English II to prepare:

Unit 4, Lesson 6b
Unit 5, Lesson 2b
Unit 9, Lesson 3b
Unit 10, Lesson 3b
Unit 11, Lesson 4b

In their groups, they should:

a) study the exercise so that they understand exactly what the pupils have to do, and what the expected answers are.

b) prepare to begin teaching the exercise to a class, following the first 4 steps for organising a writing activity discussed in Activity One.

2. Go from group to group, giving help as necessary.

3. Ask one teacher from each group to come to the front and practise setting up the exercise, using the other teachers as pupils. Stop the activity when each teacher has successfully organised the exercise, and the 'pupils' have begun writing it (Step 4).

Points to watch for:

Step 1: Did the teacher draw the "pupils'" attention to the pictures and any other information accompanying the exercise? Did he ask questions which helped prepare the 'pupils' and involve them in the activity?

Step 2: Did the teacher explain the exercise clearly?

Step 3: Did the teacher do a part of the exercise orally with the class as an example, eliciting the answers from individual 'pupils'?

Step 4: Did the 'pupils' know what to do, and were they doing it?

(Note: During this step teachers should write their answers on separate pieces of paper to avoid marking the workbooks).

**END OF SESSION ONE**

SESSION TWO PART ONE 60 minutes

**INTRODUCTION: GUIDED AND FREE WRITING**

1. Ask teachers to imagine giving this writing task to a class of prep school pupils:

> Write a paragraph, describing your home and family.

Ask teachers to suggest some of the problems involved in giving a completely free writing task such as this. Establish that:

.1 Most pupils would probably find it quite difficult, and make many mistakes.

.2 If the exercise were done in class, it would take up a lot of valuable time.

.3 Because every pupil would write something different, the only way to mark the exercise would be individually, book by book. This would be very time-consuming for the teacher.

2. Point out that, for these reasons, free paragraph writing, without any guidance or preparation in class, is not an appropriate activity at prep school level.

Ask the teachers what sort of guidance or preparation they would need to give their pupils before setting them a writing task like this. Quickly invite a few suggestions, e.g:

- a short paragraph about somebody else's family, which the pupils could use as a model;
- a discussion in class, in which pupils give sentences about their own families. Teacher writes some of these on the board as a model.

3. From their answers, establish the the following points:

.1 Even at the prep stage, pupils should be able to progress beyond writing simple sentences to writing simple paragraphs.

.2 However, writing exercises should still be guided - we should not try to move straight from the controlled writing exercises discussed in Session One to free composition.

Tell the teachers that in this Session, you will show them three ways in which writing can be guided:

.1 by using a text as a basis;
.2 by using an incomplete text which the pupils have to complete;
.3 by using prompts, such as notes and tables.

**WRITING BASED ON A TEXT**

1. Ask teachers to look at the following lesson from the Workbook of Welcome to English III (Unit 7, Lesson 3b):

UNIT 7 Lesson 3b

A. Huda has written these sentences about her family. Join them, as in the example. Use "whose", "who" or "which".

For example:
My niece Amina is too young to work. Her parents are called Hillal and Soraya.

My niece, Amina, whose parents are called Hillal and Soraya, is too young to work.

1. My nephew Omar is five years old. His parents' names are Hisham and Nimat.
.........................................................................
.........................................................................

2. Ehsan is a secretary. Her children are called Afaf and Shahira.
.........................................................................
.........................................................................

3. Samia and Mukhtar like watching TV. They are my mother's parents.
.........................................................................
.........................................................................

4. Amr isn't married yet. He's my younger brother.
.........................................................................
.........................................................................

5. Hillal has pictures of trains in his house. He drives a train.
.........................................................................
.........................................................................

6. My family live in Cairo now. They come from Upper Egypt.
.........................................................................
.........................................................................

B. Write some sentences in your notebook about your family, like the ones you have written about Huda's family.

Read the instructions for Exercise A, and the example given. Then do the first three sentences orally with the teachers, eliciting the answers from them.

Point out that the next step would be to get the pupils to do the whole exercise in their workbooks.

2. Now tell the teachers to look at Exercise B and read the instructions.

Ask them to give you some example sentences about their own families, similar to the ones they had practised in Exercise A. Write one or two of these sentences on the board.

Ask the teachers what the next step would be, if this were a real class.
Answer: The teacher would ask the pupils to write their own sentences in their notebooks. Point out that this could be given as a homework task.

3. Discuss the exercise: ask the teachers in what ways it is different from the 'Using a Model' activity you showed them in Session One. Establish that:

.1 It is less controlled. The pupils are given a model sentence in Exercise A, which they have to use as a basis for writing a number of similar, but not identical sentences (e.g. they have to use different relative pronouns, 'whose' and 'who').

.2 It is personalised. The pupils are asked to write about themselves and their own families, using the language structure modelled in Exercise A (relative clauses). But they, not the teacher nor the textbook, supply the new information.

**COMPLETING A TEXT**

1. Ask the teachers to look at Welcome to English III, Unit 4 Lesson 10b. (WB) Quickly demonstrate the exercise as follows:

.1 Read the instructions and ask the teachers to look at the first picture. Ask the teachers a few questions, e.g:

Who can you see?
Who are they?
What is Jill saying? etc.

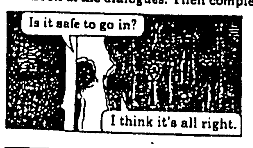
.2 Tell the teachers to look at Sentence 1 and ask one of them to complete it. Write the complete sentence on the board.

.3 Do sentences 2 and 3 orally with the teachers, eliciting the answers from them so that they all know what the pupils have to do.

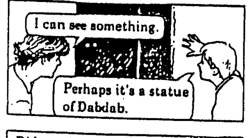
Point out that the next step would be to get the pupils to complete the sentences in writing in their Workbooks.

**UNIT 4 Lesson 10b**

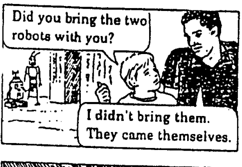
A. Look at the dialogues. Then complete the sentences.



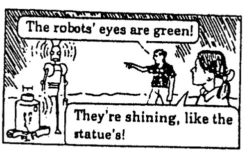

1. Jill wasn't sure whether .................... to go in, but Mohammed thought .................... all right.

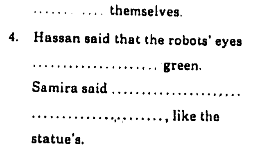



2. Mona said she .................... Tom said perhaps it ........ a statue of Dabdab.

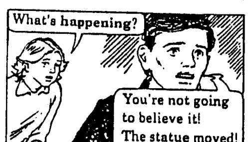



3. Tom asked Sabry .................... the two robots with him. Sabry said .................... them, and that they .................... themselves.



4. Hassan said that the robots' eyes .................... green. Samira said .................... , like the statue's.




5. Jill asked .................... because she couldn't see. Hassan said she .......... to believe it. The statue....................

2. After your demonstration, discuss the exercise. Point out that it was similar to the gap-filling activity you showed them in Session One, but there were differences. What were they? Establish these points:

.1 Again it was less controlled. The pupils were not given the exact words to write in the gaps, but had to transform them from Direct to Indirect Speech.

.2 The gaps were longer. The pupils had to write more words in each one.

**USING PROMPTS**

1. Explain that the third type of guided writing exercise involves the use of prompts, such as notes or tables containing information which the pupils have to expand and link together to make a paragraph or a series of sentences. They may also be given an example paragraph as a model.

As an example, ask the teachers to look at Welcome to English III, WB Unit 10, Lesson 6b, Exercise B.

Demonstrate the exercise with the teachers as follows:

B. Samira made this list of things which she likes and doesn't like, and then she wrote about them. Read her list and her sentences.

| What I like | Why |
|---|---|
| rabbits | soft and warm |
| books about real life | useful |
| lute music | beautiful |
| March | nice, cool weather |
| **What I don't like** | **Why** |
| maths | too difficult |
| history books | boring! |
| spiders | dirty and frightening |
| traffic | noisy and dangerous |

First, I'll tell you about some things which I like. I love rabbits, because they are soft and warm. Books about real life are very useful, so I like reading them. I enjoy listening to lute music, because it's beautiful. March is my favourite month, because the weather is nice and cool.

Now write about the things Samira doesn't like. Then make your own list of things you like, and write about them.

.1 Ask the teachers to look at the table showing the things Samira likes.

.2 Get individual teachers to tell you what she likes and why. They should make full sentences, e.g:

'She likes rabbits because they are soft and warm.'
'She enjoys listening to lute music because it is beautiful.'

.3 Read, or ask a teacher to read, the model text.

.4 Now ask teachers to look at the rest of the table, and elicit full sentences about the things she doesn't like, e.g:

'She doesn't like maths because it is too difficult.

'She thinks history books are boring, so she doesn't like reading them'.

.5 Build up a paragraph on the board about the things Samira doesn't like, similar to the model text. Elicit the sentences from the teachers. Begin like this:

'Now I'll tell you some things which I don't like. I hate maths because....'

Point out that the pupils would copy the paragraph in their notebooks. The next step is for the pupils to write their own list of things they like, and write a similar paragraph about them. This could be set for homework.

2. After your demonstration, discuss the exercise. Make the following points:

.1 This is a guided writing exercise, using prompts in the form of a table containing information.

.2 There was a model paragraph to guide the pupils, but not to control the exact words they wrote. There was room for some variety of expression in what the pupils wrote, for example, in the different ways of expressing likes and dislikes.

.3 Like the first exercise in this Session, it leads on to a free, personalised writing stage, where the pupils have to write a paragraph about themselves - their own likes. This is equivalent to the Free Practice stage of a spoken English lesson. The purpose of the guided writing exercise was to prepare the pupils for the freer writing activity at the end, so that they can do it without making too many mistakes.

Finally, give every teacher a copy of Handout One and allow a few moments for them to look through it.

**END OF SESSION ONE**

## SESSION TWO PART TWO

60 minutes

### INTRODUCTION

Remind teachers of the procedure for organising a writing activity in class. Elicit the basic steps, and if necessary put them on the board:

1. Preparation: ask Q's about pictures, table, etc.
2. Give clear instructions.
3. Do part of exercise with class as example.
4. PP do exercise in Workbooks.
5. Check answers with whole class.

### ACTIVITY ONE: TEACHING PRACTICE

1. Divide teachers into groups of four or five and give each group one of the following writing exercises from the Workbook of Welcome to English III to prepare:

Unit 2, Lesson 8b
Unit 7, Lesson 1b, Exercise B
Unit 9, Lesson 4b
Unit 10, Lesson 1b
Unit 12, Lesson 7b

In their groups, they should:

a) study the exercise so that they understand exactly what the pupils have to do, and what the expected answers are.

b) prepare to begin teaching the exercise to a class, following the first 4 steps for organising a writing activity.

2. Go from group to group, giving help as necessary.

3. Ask one teacher from each group to come to the front and practise setting up the exercise, using the other teachers as pupils. Stop the activity when each teacher has successfully organised the exercise, and the 'pupils' have begun writing it (Step 4).

Points to watch for: As for Activity Two in Session One Part Two.

**END OF MODULE**

**MODULE 25 HANDOUT: WRITING ACTIVITIES**

A. CONTROLLED AND GUIDED WRITING EXERCISES

1. Copying from Substitution Table: Pupils make meaningful sentences from a given substitution table.

2. Completion (1): Pupils complete a passage, filling in the gaps from a choice of words given.

3. Completion (2): Pupils complete a passage, filling in the gaps with their own words. Pictures, maps and diagrams may be used to give them the necessary information. The gaps may be just one word, or longer parts of incomplete sentences.

4. Using a Model (1): Pupils write a short text, identical in structure to a given model, but changing certain words or phrases to fit a new set of information:

   e.g. Model: Ahmed is a doctor. He lives in Assiut.
   New information: Leila - teacher - Qena
   PP write: Leila is a teacher. She lives in Qena.

5. Using a Model (2): Pupils write a short text, similar in structure to a given model, but making their own changes:

   e.g. Model: A text describing someone's family.
   PP write a similar text about their own family.

6. Answering Questions: PP write sentences in answer to set questions.

7. Writing from Prompts, e.g. notes and tables: PP are given information in the form of notes or a table, and have to expand it and link it together to make a paragraph.

B. ORGANISING WRITING ACTIVITIES IN CLASS

Remember these steps:

1. Preparation: Ask Q's about pictures, table, etc.
2. Give clear instructions.
3. Do part of exercise with class as example.
4. PP do exercise in Workbooks.
5. Check answers with whole class.

**MODULE 26: REVIEWING TECHNIQUES**

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**SESSION ONE**

Part One — 30 minutes

Discussion: Reviewing

Part Two — 90 minutes

Real questions
Questions on a text
Making sentences from words
Repeat or Correct
Substitution
Reserve activity: Pupil at the front

**SESSION TWO**

Part One — 60 minutes

Reviewing before the lesson
Reviewing an earlier lesson

Part Two — 60 minutes

Reviewing Grammar
Last week's lessons

**CONTENTS**

1 Handouts
There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

There are no Worksheets or OHP Transparencies in this module.

Note
For both sessions, teachers will need copies of Welcome to English Book II (Students' and Teacher's Handbook). If they cannot bring their own, you should provide enough copies for at least one between three teachers.

For the last activity in Session Two Part Two, teachers may need copies of Welcome to English I or III (depending on what years they normally teach).

**GENERAL NOTES FOR THE TRAINER**

The aims of this module are:

1. To make teachers aware of the value and purpose of review.
2. To show teachers how to select language for review.
3. To give teachers a range of techniques for reviewing.

The Teachers' Book of the current Prep School textbook Welcome to English gives detailed guidance to the teachers about what to review (or revise) at the beginning of each lesson, and how best to do it. An experienced teacher, though, should not need to rely on a teacher's handbook for this information: he should be aware of what he has taught and of what needs reviewing, and be familiar with a range of techniques for doing this. This module, therefore, aims to show teachers some general techniques for reviewing language, which are applicable to any textbook they may be using.

The different stages of the lesson and their relationship with each other are dealt with in the first level module Planning A Lesson (8). Many of the individual techniques used in review are also included in other modules, especially:

4: Asking Questions (basic question types and techniques)

7: Practising Structures (substitution techniques)

14: Meaningful Practice (real questions and answers)

16: Exploiting a Text: Reading (questions on a text)

17: The Past Tenses (review questions on a text)

SESSION ONE PART ONE

30 minutes

**DISCUSSION: REVIEWING**

Ask the questions below, and as far as possible try to elicit answers from the teachers.

1. Why do we review?

For pupils to learn language successfully, it has to be "re-inforced" - that is, it must be practised and then brought back in later lessons and practised again. If this is not done, pupils will soon forget what they have learnt.

2. When should we review?

   i) In the Review Stage of the lesson. Time should be planned for review in every lesson, usually about five minutes at the beginning or end.
   ii) In the Free Practice Stage of the lesson. A good teacher will present and practise new language, and then combine it with language which the pupils learned in earlier lessons.

3. How soon should we review a new language item?

   i) Fairly soon afterwards - in the next lesson or a few lessons later.
   ii) Important language should be reviewed again after that - in the next month, the next term, even the next year.
   iii) Teachers should try to include language from earlier lessons whenever there is a good opportunity; in this way pupils will be able to build on what they have learnt before.

4. What language should we choose to review?

   i) Known language items (vocabulary, structures, pronunciation points) which are relevant to the new lesson.
   ii) The key vocabulary and structures in a text - those which the pupils are most likely to need again.
   iii) Important general vocabulary based on a topic (e.g. shopping, transport, weather, food).
   iv) Important structures used in different situations (e.g. how to ask for things, how to talk about your possessions).
   v) An aspect of grammar (e.g. plurals, comparatives, count/non-count nouns).

**END OF PART ONE**

## SESSION ONE PART TWO

90 minutes

In this part of the session you will show teachers techniques that can be used in the review stage of the lesson.

Each of the techniques is dealt with in three stages:

.1 Introduction, in which you talk in general about the technique.

.2 Demonstration of the technique, using the teachers as pupils.

.3 Practice. After a short preparation in groups, two or three teachers demonstrate the technique in turn. Make sure that a different teacher demonstrates each time, so that all the teachers have a chance to practise.

**ACTIVITY ONE: REAL QUESTIONS**

Introduction
The teacher can begin a lesson by asking real questions which make pupils use language learnt in earlier lessons. To do this well, the teacher should be aware of the range of topics that the class can be asked about.

Ask the teachers to tell you some of the topics that pupils should be able to talk about by the end of Welcome to English I:
e.g. school, classroom
possessions
occupations
family and friends
daily routine (past, present and future)
food, shopping
transport
activities
colours

Demonstration (review of shopping, Welcome to English Books I and II):
Ask these questions. Let the teachers give natural answers - long or short.
I want to buy some vegetables. Where do I go? (The market)
Good. Can you tell me the names of some vegetables? (carrots, garlic, onions, potatoes ...)
Now I want to buy some tea. Where do I go? (The grocer's shop)
Good. What else does the grocer sell? (flour)
Only flour? (eggs)

Good. What do you say to the grocer? (Twenty eggs please)

Practice

1. Divide the teachers into groups of four or five. Give each group one of the topics below and ask them to prepare some real questions for review (suitable for a second year class):

food
clothes
places in Egypt

One person in each group should write the questions down.

2. Ask two or three teachers from different groups to demonstrate their group's questions in turn.

Points to watch for:

i) The teacher should accept any natural answer (short or long), and not insist on a sentence from the book.
ii) The teacher should involve the whole class by asking different pupils.

**ACTIVITY TWO: QUESTIONS ON A TEXT**

Introduction

Teachers can also ask questions about a text they have read in a previous lesson. The purpose might be to review the language in it, or to review the content of the text, i.e. the story itself. This is a very natural way of 'setting the scene' if the story is in two or more parts. This is the case with a lot of the texts in Welcome to English.

As in Activity One, they should allow natural answers, either short or long, and should not encourage pupils to give "set" answers from the book which they have learnt by heart.

Do you remember the story about Uncle Salim's father?
What was his name? (Ibrahim)
What was he - a shop-keeper? (No, a sailor)
What did he do before he was a sailor? (He was a fisherman/worked in the fish market)
What was the name of his wife?
How many children did he have? (Five)
etc.

Practice

1. Divide the teachers into their groups again. Ask them to prepare review questions for one of these texts.

The tree with the golden fruit (Unit 10, Lesson 7)
The rich man, the poor man and the devil (Unit 11, Lesson 7)
At night in Uncle Salim's shop (Unit 15, Lessons 7)

Point out that the questions should establish the sequence of events in the story, focussing on what happened.

2. Ask two or three teachers from different groups to demonstrate their questions.

Points to watch for:

As in Activity One.

**ACTIVITY THREE: MAKING SENTENCES FROM WORDS**

Introduction
This is a technique for reviewing important vocabulary, which also focusses on the meaning and use of words in different contexts. The teacher writes words from previous lessons on the board, and the pupils make sentences of their own using each word. The aim is to get pupils to use words in contexts beyond the textbook.

Demonstration (Review of words in Welcome to English Book II, Unit 10 Lesson 4a, but also other language).
Write on the blackboard:

| airport<br>mountain<br>port |
|---|

Ask teachers to give different sentences of their own using the word airport. Then do the same for the other two words.

Practice
1. Ask teachers quickly to write down a few words which they think would be suitable for this technique.

2. Ask two or three teachers to demonstrate in turn.

Points to watch for:

i) Teacher should encourage a variety of sentences from different pupils.

ii) Teacher should encourage pupils to remember how the word was used in the textbook, but also to give other sentences of their own.

**ACTIVITY FOUR: REPEAT OR CORRECT**

Introduction
This is a technique for getting pupils to give complete sentences

in a way which is easy but which makes them think about the meaning of the sentence. The teacher makes a statement. He chooses a pupil, who must repeat the statement if it is true, or correct it if it is untrue.

Demonstration

Make these statements, and get teachers to either repeat them or correct them:

This is a French lesson. (No, this is an English lesson)
We're in Egypt. (Yes, we're in Egypt)
(pointing to a teacher) Amal's an engineer. (No, Amal's a teacher)
There's a picture on the wall.
This pen is blue.
etc.

Point out that the same technique can be used to review one particular lesson. The teacher makes true or untrue statements about a text or a dialogue:

e.g. Welcome to English II, Unit 6, Lessons 7a and 8a
Khan El Khalili is a small market in Cairo.
Polly liked the dates.
The shop-keeper laughed.

Practice

1. Divide the teachers into their groups again. Ask each group to write five statements (some true, some untrue) about one of these topics:

Hassan's School (Unit 2, Lesson 4a)
The house that Jack built (Unit 4, Lesson 6a)
Ibrahim the sailor (Unit 5, Lessons 7 and 8)

2. Ask two or three teachers from different groups to demonstrate. Teachers should use language which is in the textbook, but not always sentences taken straight from the book.

**ACTIVITY FIVE: SUBSTITUTION**

Introduction

This is a simple technique for reviewing a particular category of word:

e.g.
- a class of nouns (occupations, places, food, etc.)
- a class of verbs (actions, attitudes, etc.)
- adjectives
- adverbs

The teacher writes a sentence on the board, rubs out one word, and asks pupils to read the sentence, using other words instead of the one that is missing.

Demonstration (Review of school subjects)
Write on the board:

| I studied English for five years |
|---|

Rub out the word "English". Ask teachers to read out the sentence, adding a new word (e.g. "I studied Physics for five years").

Get as many sentences as possible.

Point out that:

.1 This technique reviews vocabulary, and at the same time gives practice in a whole structure.

.2 A good sentence for substitution is one that allows pupils to make a large number of new sentences (e.g. "A doctor cures sick people" would not be a good sentence for reviewing occupations, as doctor can only be substituted for nurse. "My brother is studying to be a doctor" would be much better - doctor could be replaced by teacher, engineer, pilot, lawyer, etc.).

Practice
1. Divide teachers into their groups again. Ask each group to think of a sentence that could be used for substitution, to review one of these word categories:

i) adjectives
ii) action verbs
iii) furniture

Make sure that all the groups write sentences that give plenty of possibility for substitution.

2. Ask two or three teachers from different groups to demonstrate.

Points to watch for:

i) Teacher should write the sentences clearly, and read it out.

ii) Teacher should get the class to give as many sentences as possible.

**RESERVE ACTIVITY: PUPIL AT THE FRONT**

Introduction
A pupil can come to the front of the class to promote oral work for review. This can be done in two ways:

i) The teacher can ask the class to talk about the pupil e.g. "Look at Ahmed - who can describe him?" or "Who can tell me about Ahmed's family?"

ii) The teacher can get the class to ask the pupil questions (you will demonstrate this).

Emphasise that the teacher must be very careful not to embarrass the pupil in any way - so he should plan the activity beforehand.

Demonstration (Review of past tense questions)
1. Ask a teacher to volunteer to come to the front of the class. Tell the rest of the class:

Find out what (Samir) did yesterday morning. Ask him questions. He can only answer "Yes" or "No".

Teachers: Did you get up at six o'clock?
Did you have a shower?
Did you eat beans for breakfast?
etc.

2. Ask the class to tell you what they have found out:

e.g. Samir got up at half past six. He had a cold shower. Then he had breakfast. He had beans and two eggs.
etc.

Practice
Ask one of the teachers to come out and be the "teacher" and another to come out and be "pupil at the front". The teacher organises questions from the class as in your demonstration but asking about these topics:

i) family
ii) future plans
iii) work

**END OF SESSION ONE**

SESSION TWO PART ONE 60 minutes

Point out that review can either be "forward-looking" or "backward-looking". In other words, we can review language the pupils know already which is related to the lesson we are about to teach, to prepare pupils for the lesson. Or we can simply review an earlier lesson, to reinforce what pupils have learnt before, and then move on to a completely new topic.

First talk about how to use review as a preparation for the day's lesson.

**REVIEWING BEFORE THE LESSON**

1. Point out that every lesson introduces some new language, and also includes and builds on language learnt in previous lessons. If we review the known language first, it will help to prepare pupils for the new language of the lesson.

Give these simple examples:

.1 Welcome to English I Unit 15, Lesson 2 practises colours:

Tomatoes are green before they are ripe. They are red when they are ripe.

Ask teachers what we need to revise at the beginning of this lesson.

Answer: The objects we want to talk about, in this case fruit.

.2 What could we review at the beginning of a lesson on games and sports?

Answer: Language on the topic of games and sports that the pupils already know. This will give a "basis" on which to build the lesson.

2. Ask teachers to look at Welcome to English II Unit 11, Lesson 6a, SB and TB.

Ask these questions and try to elicit the answers given below each one:

.1 What topic area is dealt with in the text? What new vocabulary on that topic is introduced?

Topics: food, quantities.
New vocabulary on the topic: pepper.

.2 What language from earlier lessons is included in the practice?

i) The words for all the other foods which are needed to make 'mahshi', 'fetta' and 'bamiya'.
ii) The words or expressions for measures and quantities, e.g. kilo, gramme, litre...half, a quarter, etc.

3. Now discuss with the teachers <u>what</u> they could review at the beginning of this lesson, and <u>how</u>. Get as many different ideas as possible.

i) Food (real questions)
e.g. What foods do you know?
What do you eat for breakfast/lunch/dinner?
Who knows how to make mahshi? What do you make it with?

ii) Quantity (real questions)
e.g. Who does the shopping in your family?
How much rice/ How many potatoes does she/he usually buy? What about oil? How much oil is there in a bottle?

**REVIEWING AN EARLIER LESSON**

Tell the teachers that often the purpose of review is simply to reinforce language they learned in an earlier lesson.

Ask them to look at the text of <u>Welcome to English II</u>, Unit 12, Lesson 1. Point out that it introduces the comparative forms of adjectives. Ask them to identify the adjectives and their comparative forms which it introduces. Build up a list of some of them on the board:

| | |
|---|---|
| lighter | better |
| heavier | worse |
| smaller | |
| bigger | |
| longer | |
| faster | |

Now ask teachers to imagine that they have already taught the lesson, and a few days later they want to review the main language in it.

Ask them: Which of the techniques from Session One could you use?

Discuss each technique, getting suggestions from the teachers. Then quickly demonstrate possible ways of using them.

1. Real Questions

e.g. Can you think of an animal which is heavier than a camel?

Which is bigger, Cairo or Alexandria?

Where would you prefer to be in August, Cairo or Alexandria? Why?

Discuss the technique with the teachers. Point out that:

.1 The first two questions reviewed their understanding of the adjectives and their comparative forms. The pupils had to respond appropriately, but they did not have to produce the forms themselves.

.2 The third question might have obtained the response 'Because Alexandria is colder/cooler than Cairo', but also the response 'Because Cairo is too hot' would have been just as acceptable.

.3 These real questions, therefore, might be useful to lead in to the review, but by themselves they do not really check how well the pupils can produce the comparative forms.

2. Substitution

Write this sentence on the board:

| A horse is lighter than a camel. |
|---|

Rub out "lighter". Ask pupils to give you new sentences with different adjectives, e.g:

A horse is smaller than a camel.
A horse is faster than a camel.

Do the same with other sentences, e.g:

| An elephant is higher than a car. |
|---|

| Aswan is hotter than Cairo in the summer. |
|---|

Discuss the technique with the teachers. Ask the teachers whether this technique resulted in more use of the comparative forms by the pupils.
Answer: Yes, because the pupils were required to make sentences using a comparative form each time. The teacher also said very little. He simply wrote the examples on the board, and asked the pupils to make up similar sentences.

3. Making sentences from words

Write the following comparative forms on the board and ask teachers to make up their own sentences from them:

| heavier | longer | bigger | slower | better |
|---|---|---|---|---|

When you have finished, ask them to guess how many sentences were produced altogether. The answer should be a great many, in a short time, too. The teacher hardly needs to say anything, except to correct the pupils' responses if necessary. It is important that the pupils speak up 'loud and clear' so that the rest of the class can hear their sentences. It wastes time if the teacher has to repeat them himself, or ask the pupils to do so.

4. Repeat or correct

Point out that this technique could be used, and indeed a similar technique is used in the lesson itself. Quickly demonstrate:

A train is faster than a plane.
(No, a plane is faster than a train)

Alexandria is bigger than Tanta.
(Yes, Alexandria is bigger than Tanta)

etc.

Give every teacher a copy of the Handout. Give time for them to read it through, and answer any questions they may have.

**END OF PART ONE**

SESSION TWO PART TWO — 70 minutes

### ACTIVITY ONE: REVIEWING GRAMMAR

1. Ask teachers to look at Welcome to English II, Unit 13, Lesson 3a, Students Book and Teachers Book. Working in pairs, they should:

   i) find out what the language aims of the lesson are, i.e. what new structures or vocabulary items this lesson introduces.

   ii) find out from the Teacher's Book what grammar points should be reviewed, and decide why they need reviewing for this particular lesson.

   iii) plan a 5-minute review stage for this lesson, revising the grammar points you have identified. They should draw on some of the techniques for reviewing language which have been discussed in this module.

2. Go from pair to pair, checking and giving assistance where necessary.

3. When they have finished, ask two or three teachers to come to the front and demonstrate their review stages, using the other teachers as pupils.

### ACTIVITY TWO: LAST WEEK'S LESSONS

1. Divide teachers into their pairs again. Ask them to look at a lesson which they taught recently.

Working together, they should:

.1 Identify what it would be useful to review:
e.g. important vocabulary or structures
events in a text
details of a picture

.2 Prepare a review to last about 5 minutes, using any of the techniques listed in the Handout.

Go from pair to pair, giving help where necessary. When a pair has finished, ask them to show you what they have done.

2. Ask different teachers to demonstrate their review, using the other teachers as a class.

Points to watch for:

i) Teachers should not insist on answers exactly as they are written in the text.

ii) Teachers should move through the review fairly quickly, so that they cover all the most important language in the time available. They should not spend too much time writing on the board or giving explanations.

**END OF MODULE**

**HANDOUT: REVIEWING**

Techniques:

1. Real questions
   Teacher asks real questions on topics from earlier lessons.
   Pupils give natural answers (short or long).

2. Questions on a text
   Teacher asks questions on the main events of a text or dialogue. Pupils give natural answers (short or long)

3. Making sentences from words
   Teacher writes words on the board. Pupils make sentences of their own using each word.

4. Repeat or correct
   The teacher makes a statement. If it is true, the pupils repeat it. If it is untrue, pupils must correct it and give a true sentence. The statement can be real or about a text.

5. Substitution
   Teacher writes a sentence on the board. He rubs out one word. Pupils read out the sentence, adding a new word to fill the gap.

What to review:

- The main events in a text or dialogue
- Key structures and grammar points
- Important vocabulary and expressions
- Pictures beside the text

Remember:

- Don't only review lessons the next day. Review them again weeks or months later.
- Use the review stage to prepare pupils for the day's lesson.
- Don't keep to the review questions in the book - they are not enough.
- Don't ask questions with "set" answers that the pupils will learn by heart. Encourage real, natural answers.
- Try out different review techniques. This will increase the variety and interest of your lesson.